Transportation Maintenance Division

Crew Leader Training

For Highway Maintenance Worker 2s and Bridge Repair Mechanics

March 2005

New York State Department of Transportation
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Introduction

The New York State Department of Transportation and The Transportation Maintenance Division are committed to providing basic supervisory training to all new Crew Leaders. Good first line leaders are vital to the efficiency and productivity of our work and good leadership is the most important factor in the quality of working life for all employees.

The goal of this class is to help you develop and improve the skills you will need to lead work crews. In this class, you will study both the core ideas of supervision and the specific tasks of leading maintenance crews.

When you are promoted within the Workers Series to HMW2, or within the Bridge Program to BRM you take on new responsibilities as a Crew Leader. Being a Crew Leader means sharing some of the supervisory responsibilities of the HMS1 or the BRS1. These supervisory responsibilities include being a lead worker, an OJT coach, and other tasks covered in this course.

This class will provide you with an overview of your job as a “working supervisor.” It will also include discussions of the following supervisory tasks:

- Delegation
- Leadership
- Decision Making
- Communicating
- Dealing with Unacceptable Behavior
- Motivation

In addition, the class will cover the policies and procedures that you need to be aware of to be an effective leader.
Inventory - Discussion

Questions about Crew Leadership:

If you have questions about the Workers’ Series, the Bridge Program, or your new role as Crew Leader, please ask your Instructor. This class will begin with an inventory of participant questions. Use this page to write down your questions.
Definition of the Crew Leader's Job
Read and Discuss

The Crew Leader Job

“Typically Does” means that the activities are considered normal job duties. Crew leaders would do them under most circumstances.

"May" means that the activities can be assigned to crew leaders, but there may be circumstances or situations where the duties would not be expected.

"Typically Does not" means that under most circumstances the activities would be performed by a higher level supervisor. A crew leader would only have to perform these duties in an emergency, or to fill in for a supervisor.

<table>
<thead>
<tr>
<th>Task:</th>
<th>Typically Does:</th>
<th>May:</th>
<th>Typically Does Not:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Supervise</td>
<td>Supervise a crew of 2 - 5 workers for typical maintenance tasks (HMW2: patching pot holes, guide rail repair, ditching, etc. BRM: setting concrete forms, bridge cleaning, etc.)</td>
<td>HMW2: Supervise a winter shift at a small work location (3 - 4 or fewer trucks, 7 - 10 or fewer workers) including reporting.</td>
<td>Supervise a winter shift at a larger work location (4 or more trucks, 7 - 10 or more workers.)</td>
</tr>
<tr>
<td>Assign work</td>
<td>Assign work to crew members on site.</td>
<td>Coordinate the mobilization of assigned staff, equipment and materials.</td>
<td>Make work assignments to more than one crew.</td>
</tr>
<tr>
<td></td>
<td>Work along with the crew as the lead worker.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>OJT</td>
<td>Provide On-The-Job training for the crew.</td>
<td>Provide classroom and/or shop session instruction.</td>
<td>Write training material.</td>
</tr>
<tr>
<td>Equipment</td>
<td>Assign operators to equipment or tools at the work site. Operate equipment as a lead worker.</td>
<td>Operate equipment or tools while supervising a small crew.</td>
<td>Assign or coordinate tools and equipment among two or more work crews.</td>
</tr>
<tr>
<td>Task:</td>
<td>Typically Does:</td>
<td>May:</td>
<td>Typically Does Not:</td>
</tr>
<tr>
<td>-------</td>
<td>----------------</td>
<td>------</td>
<td>---------------------</td>
</tr>
<tr>
<td>Plan Work</td>
<td>Follows the work plans of a Supervisor 1 or 2.</td>
<td>Provide information for work planning and scheduling.</td>
<td>Plan the work of one or more crews.</td>
</tr>
<tr>
<td>Materials</td>
<td>Accept the delivery and document the use of materials.</td>
<td></td>
<td>Arrange for delivery of materials.</td>
</tr>
<tr>
<td>Pre-Op of Equipment</td>
<td>Supervise pre-op checks and preventive maintenance of equipment assigned to the crew.</td>
<td>Take equipment out of service because of deficiency.</td>
<td></td>
</tr>
<tr>
<td>Quality</td>
<td>Assume responsibility for the productivity and quality of the crew's work.</td>
<td>Make final checks of work for adherence to instructions and standards.</td>
<td></td>
</tr>
<tr>
<td>Safety</td>
<td>Assume responsibility for the safety of the crew, including proper work zone set up.</td>
<td>Present tailgate safety training.</td>
<td></td>
</tr>
<tr>
<td>OTETA</td>
<td>Identify and report employees who should be investigated, based on &quot;reasonable suspicion&quot; of drug or alcohol abuse.</td>
<td>Complete necessary paperwork for &quot;reasonable suspicion&quot; testing.</td>
<td></td>
</tr>
<tr>
<td>Counseling</td>
<td>Correct unacceptable employee behavior by face to face conversations.</td>
<td>Provide information for a counseling memo, an investigation, or a disciplinary action.</td>
<td>Write counseling memos.</td>
</tr>
<tr>
<td>Dealing with Conflict</td>
<td>Mediate conflicts on the work crew that interfere with productivity.</td>
<td>Report interpersonal conflicts that interfere with work.</td>
<td>Recommend disciplinary actions or request investigations.</td>
</tr>
<tr>
<td><strong>Task:</strong></td>
<td><strong>Typically Does:</strong></td>
<td><strong>May:</strong></td>
<td><strong>Typically Does Not:</strong></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
</tr>
<tr>
<td>Handle Complaints</td>
<td>Document complaints received from the public on the work site and forward to supervisor.</td>
<td></td>
<td>Commit resources or action to address complaints.</td>
</tr>
<tr>
<td>Performance Evaluation</td>
<td>Give employees verbal advice on strengths and improvement opportunities</td>
<td>Provide information for performance evaluations.</td>
<td>Write performance evaluations.</td>
</tr>
<tr>
<td>Snow and Ice Season</td>
<td>Driving a beat during snow and ice season.</td>
<td>HMW2s: Drive a beat while supervising a small winter site.</td>
<td></td>
</tr>
</tbody>
</table>

Note: The information above is not a rigid policy or formal classification standard, nor is the list of activities all inclusive or exclusive. Some aspects of Crew Leader responsibilities are still subject to interpretation by the Department of Civil Service and others. This information is adapted from: R.A. Bennett, Transportation Maintenance Division, to Regional Maintenance Engineers; “Guidelines for Job Duties of Worker 2,” October 10, 1996.
Read and Discuss

Crew Leader Duties:


Equipment Operation

The crew leader is the master equipment operator or the master trades skills worker in the maintenance program. As such, the crew leader is called on regularly to operate any complex equipment in categories 2 and 3 on which her or she is certified. If there is an operating need, the crew leader may on occasion be directed to operate category 1 equipment or required to do physical maintenance work.

Snow and Ice

During the winter, crew leaders will most likely be assigned to snow and ice control activities, such as one-person plowing (OPP) and operating the front end loader. This most likely will involve a shift in your normal work hours during snow and ice season.

Maintenance

The crew leader is responsible for maintenance activities on tools and equipment, including performing pre-op inspections, repairs and preventive maintenance tasks when appropriate, along with the accompanying reporting.

Reference Documents

Crew leaders are expected to have a basic knowledge of the New York State Vehicle and Traffic Law as it applies to the safe and legal operation of the equipment they operate. They will also be expected to have a working knowledge of the Department’s Highway Maintenance Safety Manual, The Manual of Uniform Traffic Control Devices, and various other policy documents.

On-The-Job Training

A major responsibility of the crew leader is to provide on-the-job training (OJT) to other employees. The initial training of an employee on heavy equipment is provided by the Equipment Operator Instructor (EOI.) Once the employee starts operating in an OJT mode, the crew leader may be expected to take over and continue the equipment training.
Supervision

In addition, the crew leader may function for significant portions of the day as the supervisor for typical maintenance activities such as cleaning ditches or culverts, pot hole repairs, guide rail or attenuator repairs, and other common tasks. In the bridge program typical crew leader activities might include bridge cleaning or setting concrete forms.

Crew leaders are expected to lead the activities of the crew, make on-site work assignments and other crew-oriented decisions without a higher level supervisor present. You may also be operating equipment while functioning as supervisor. For more complicated activities such as paving, you would work under the direction of a higher level supervisor.

Written Instructions and Training

The supervision and coaching responsibilities of the crew leader may require that you have skills in understanding and following oral and written instruction. You may also have to prepare written reports and records. You should be able to coach, supervise, and coordinate the efforts of others effectively.
Defining Supervision
Discussion

One of the jobs of the crew leader is to **supervise** small groups of workers. Discuss with your class the kinds of tasks that make up the job of supervision:

**What is Supervision?**

Supervision is getting the work done through others.

**How do you do it?**

By - delegating
- making decisions
- communicating & listening
- dealing with unacceptable behavior
  - team building
  - motivating
  - controlling risks and,
  - empowering people.

**What makes all that possible?**

- Building a relationship of trust with your crew
- Knowing yourself as a leader
- Knowing your people, knowing their strengths and needs
- Explaining work clearly, focusing on key skills
- Taking Charge
Delegation
Read and Discuss

Definition: Delegation is trusting another person to do a job for which you remain responsible.

To delegate successfully, the crew leader must do the following:

* 1. Make sure that the employee understands what you want and agrees to do the work.

* 2. Tell the employee how the work will be checked. Tell the employee the time frame in which the task must be completed and how to report completion.

* 3. Make sure that everyone involved knows that the employee has the authority to carry out the work.


The Steps of Delegation:

* 1. Responsibility - the crew leader verifies the employee's acceptance of responsibility.


* 3. Authority - the crew leader establishes the worker’s authority. Authority should be equal to accountability

* 4. Review - the crew leader reviews the terms of the assignment with the worker.

KEY WORDS: RESPONSIBILITY ACCOUNTABILITY AUTHORITY REVIEW
On the crew leader’s side: Crew leaders and supervisors are always accountable for the work of their units. Crew leaders and supervisors are also accountable for the effectiveness of their delegations.

On the employee's side: Employees accept responsibility for work assignments and are then accountable for those assignments. It is the job of the employee to accept assignments and to report on progress in designated ways.

In all delegation situations for which you are accountable, make sure that you know the answer to this question:

"WHO DOES WHAT?"
Discussion

Advantages of Delegating:
More equal distribution of work load.
More time for other work
Helps crew members become competent and self-confident
Job enrichment - Making the work more interesting for everyone.
Helps crew leaders focus on the big picture.

Why Leaders are Afraid to Delegate:
Dislike asking other to do things
Unsure of what jobs to delegate
Someone might be better at the job than you
Worry that you will be blamed for the mistakes of others
Worry about getting the job done on time
The belief that people don't like work and don't want more of it
It's easier to do the job yourself.
You want it done your own way.
Case Study

Setting Guide Rail

The Situation:

You are an HMW2 working in a typical NYSDOT residency. One morning, your HMS2, George Nash, gives you a job and explains what needs to be done.

The job is to replace ninety linear feet of guide rail and five breakaway posts. Also, to straighten and realign ten breakaway posts on the east side of Route 9 from the intersection of Routes 7 and 9 north to the south bank of the Mohawk River. All the posts must be aligned to a tolerance of 1/4 inch from plumb and grade lines.

The materials needed to do the job, including guide rail (90 linear feet), five breakaway posts and assorted hardware, have been selected by your HMS1 and loaded on a truck.

This job is several miles away from your residency. You are responsible for getting all the equipment and materials you will need to the site, doing the job and getting everything and everybody back safely. You will need to focus on the big picture of accomplishing all this.

Your Crew:

<table>
<thead>
<tr>
<th>Name</th>
<th>designation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tony</td>
<td>HMW 1</td>
</tr>
<tr>
<td></td>
<td>one year of experience with DOT, ten years prior experience in the highway construction industry, highly skilled and knowledgeable, has lots of experience with all kind of construction jobs, respected by the rest of the crew.</td>
</tr>
<tr>
<td></td>
<td>Certifications: Front End Loader, Heavy Dump Truck, OPP, Mower, Grader, Paver, Large Roller and Bulldozer</td>
</tr>
<tr>
<td>Mike</td>
<td>HMW 1</td>
</tr>
<tr>
<td></td>
<td>two years experience, mostly in pavement maintenance and repair, a good driver and plow operator but not good with people, likes to work alone.</td>
</tr>
<tr>
<td></td>
<td>Certifications: Front End Loader, Heavy Dump Truck, OPP, Patch Roller, Large Roller</td>
</tr>
</tbody>
</table>
| **Taylor**  
|HMW 1  
|  
| three years experience, generally very capable, has had absenteeism problems.  
|  
| Certifications: Front End Loader, Heavy Dump Truck, OPP, Fork Lift, Mower, Patch Roller, competed Large Roller training and needs OJT leading to certification  
|  
| **Mary Ann**  
|HMW trainee 2  
|  
| new to the crew, capabilities unknown, she has just completed Loader training and needs OJT leading to certification  
|  
| Certifications: Heavy Dump Truck, OPP  
|  
| **Sylvia**  
|HMW1  
|  
| 30 years experience with DOT, 15 years experience with Maintenance, usually serves as the radio dispatcher during winter shift and is respected in that role. She is not as well regarded as an equipment operator. Sylvia works with the crew in the summer.  
|  
| Certifications: Loader, Heavy Dump Truck, OPP, Mower, HazMat and tanker endorsement  
|  
| **Jim**  
|HMW 1  
|  
| 15 years experience, big guy, very capable physically, looked up to for his mechanical skills and abilities, has a bad temper. Jim wants to become an HMW2.  
|  
| Certifications: Heavy Dump Truck, OPP, Loader, Mower, Grader, Windrow Loader, Widener and Paver  
|  
| **Tim**  
|HMW trainee 2  
|  
| young, uncertain about the work, temporary  
|  
| Certifications: Heavy Dump Truck, has had OPP training and needs evaluation  
|  
| **Charlie**  
|HMW1  
|  
| 18 years experience with maintenance, likes to do routine jobs, isn't quick to learn new jobs, a practical joker  
|  
| Certifications: Heavy Dump, OPP, Loader, Mower, Street Sweeper  
|  
| **Yourself**  
|HMW2 — as a crew leader, you are a working member of the crew.  
|
**Yourself,**

**The Crew Leader:** One person in each discussion group should take on the role of the crew leader. Discuss the case study based on the experience, certifications, and residency practices of the person playing the role of crew leader. When you discuss the next case study, pick a new person in your group to be the crew leader. Reactions to the case studies will vary depending on residency practices and on personal styles and choices. There is rarely one “right answer” to these case studies. Instead, look for the range of approaches to leadership that you can learn from the other people in your discussion group.

**Questions for discussion:**

1. What has to be done to accomplish this job? Break down the job into tasks. List the tasks on your flip chart in the order in which they must be done. You will need various pieces of equipment. How will you get them to the job site? What help will you need?

2. Who will you assign to what task? Who does what? Discuss your reasons for picking that person and briefly describe how you would give the assignment.
Guidelines for Delegation

1. Explain the task clearly.
2. Check their understanding of what you have said.
3. Be reasonable in what you expect them to do.
4. Be available to explain things.
5. Let them work by themselves to build their self-confidence. (Don't stand over them.)
6. Let them know that you trust their intelligence and judgment.
7. Don't accept poor work.
8. Recognize and reward good work.
9. Don't take over, let them do it.
10. Don't expect perfection.
11. Make sure that their time is occupied with useful work.
12. Make sure that their abilities and interests are challenged by the work.
Delegation Self-Evaluation Quiz

Find your strengths and improvement opportunities as a delegator:

Scoring: If you are more like A, put an A in the score column. If you are more like B, put a B in the score column. Count the number of A answers. The total number of A answers is your score.

<table>
<thead>
<tr>
<th>#</th>
<th>A</th>
<th>Score:</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>When I am leading a crew, I always look for things that crew members can do.</td>
<td></td>
<td>When I am leading a crew, I try to do everything myself.</td>
</tr>
<tr>
<td>2</td>
<td>I let crew members make decisions about details. I pay attention to the whole job.</td>
<td></td>
<td>I decide how to do the work. I use most of my time giving advice to crew members.</td>
</tr>
<tr>
<td>3</td>
<td>I ask crew members to do things I know they can do.</td>
<td></td>
<td>I don't know if the crew can do the job or not. I just give orders.</td>
</tr>
<tr>
<td>4</td>
<td>I give crew members jobs that will help them learn.</td>
<td></td>
<td>I don't challenge crew members to learn. I only give simple jobs.</td>
</tr>
<tr>
<td>5</td>
<td>I always give crew members clear instructions. They know what I want and when I want it.</td>
<td></td>
<td>I often give crew members unclear instructions. My orders are confusing.</td>
</tr>
<tr>
<td>6</td>
<td>Crew members can ask me questions. I will help them when they ask for help.</td>
<td></td>
<td>When I give an order, I don't want to hear questions from crew members.</td>
</tr>
<tr>
<td>7</td>
<td>I let crew members make decisions about the details of the job.</td>
<td></td>
<td>Crew members have to check with me before making any decisions about a job.</td>
</tr>
<tr>
<td>8</td>
<td>I ask crew members for their suggestions about how to do jobs.</td>
<td></td>
<td>I never ask the crew for advice about a job.</td>
</tr>
<tr>
<td>9</td>
<td>I will watch a new crew member to make sure that he or she can do the job.</td>
<td></td>
<td>I don't have time to watch new crew members. I assume they know their jobs.</td>
</tr>
<tr>
<td>10</td>
<td>I let the crew do the job their way, as long as no mistakes are made.</td>
<td></td>
<td>I expect the crew to do the job my way. I watch them to make sure they do it my way.</td>
</tr>
<tr>
<td>#</td>
<td>A</td>
<td>Score:</td>
<td>B</td>
</tr>
<tr>
<td>----</td>
<td>------------------------------------------------------------------</td>
<td>--------</td>
<td>------------------------------------------------------------------</td>
</tr>
<tr>
<td>11</td>
<td>I talk to crew members about how they can improve their work. I praise them for what they are doing right.</td>
<td></td>
<td>If something goes wrong, I look for someone to blame. I will chew out a crew member who makes mistakes.</td>
</tr>
<tr>
<td>12</td>
<td>If I have to change the way in which a crew member is doing a job, I will talk to the person before giving them an order.</td>
<td></td>
<td>If I feel I have to, I will order a crew member to change what they are doing without talking to them about it.</td>
</tr>
<tr>
<td>13</td>
<td>When I report to my supervisor, I take full responsibility for what my crew has done.</td>
<td></td>
<td>I like to have someone else to blame in case something goes wrong.</td>
</tr>
</tbody>
</table>

**Scoring Guide:**

- 12 - 13 very good delegation skills
- 8 - 11 good delegation skills
- 7 and below delegation skills need improvement
Leadership
**Discussions**

**Definition:** Leadership is the ability to influence the actions of others.

**The String Exercise:**

Try pushing a piece of string across a table. What happens when you push?

Try pulling the same piece of string across the table. Does it follow?

What happens with people when you try to push them?

**Title or Actions?**

One style of supervision is to lead by example; to work along with people and show them how the work should be done. A “working supervisor” is one common description of this type of leadership.

Although you may always want to lead by actions, by working along with people, this may not always be possible. You need to develop trust among your crew so that they will follow your instructions, even when you aren’t there, because they respect you.

**Tough boss or Friendly boss?**

On sports teams the "player's manager" seems to alternate with the "tough manager." Why does this happen? Does one style of leadership work all the time?

Could a boss take an approach that is both friendly and tough? In what circumstances?

Why would you treat one crew member differently from another? What are the factors in the person that make it necessary to use a different style of leadership with different people? What do you look for in the crew members when you make a decision about how to lead them?

Why do you have to use different styles of leadership in different situations? What are the factors in the situation?

Do your own skills and abilities influence your choice of leadership style? If so, how? What are the factors in you?
Leadership style can be analyzed by the amount of control the leader chooses to exert over people and tasks:

<table>
<thead>
<tr>
<th>High Control</th>
<th>Moderate Control</th>
<th>Low Control</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tell</td>
<td>Sell</td>
<td>Advise</td>
</tr>
<tr>
<td>Directing</td>
<td>Reasoning</td>
<td>Delegating</td>
</tr>
<tr>
<td>Controlling</td>
<td>Persuading</td>
<td>Observing</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Doer**
- Example: Run the pass play myself so that the quarterback can see what I want and how to do it right.
- At Work: Take over the loader and show Jim exactly how to curl the bucket.

**Coach**
- Example: Tell the quarterback exactly how to run the play.
- At Work: Explain to Jim exactly what controls to use and how to use them to curl the loader bucket.

**Counselor**
- Example: Talk over the play with the quarterback and get him to see the consequences and advantages of the different ways to run the play.
- At Work: Discuss with Jim how the loader bucket scoops up sand and let him discover for himself how to use the controls while I watch to make sure he does it right.

**Observer**
- Example: Watch from the sidelines and let the quarterback run the play the way he wants.
- At Work: Describe to Jim the job that he needs to do with the loader and let him figure it out for himself how to use the equipment. Check back later to see if he was successful.
**Read and Discuss**

Explaining Yourself:

Which boss is best? Friendly or Tough? A combination? Involved or uninvolved?

If either can be effective, depending on the situation. What, then, is the key to successful leadership? The key is to **explain your choice of style** to your crew. Explain the role you are playing, put it into words, and ask for their help. People will usually respond to an honest appeal for their cooperation.

For example, a crew leader might say: "This job is dangerous and has to be done quickly. There is only one way that this can be done. Please watch the way I do this and do it exactly that way, OK? I have to be very direct about this because I know from experience how important this is. That's why I have to be so definite. Are you with me on this?"

Alternately, in a routine situation that isn’t dangerous or urgent, a crew leader might say: "This is what we have to do. What do you think would be the best way of doing it?"
Case Study

Slow Down

The Situation:

You are an experienced BRM with a new BRAT on your crew. Tom, your BRS1, calls you from an accident site and tells you to bring a crew out to work on repairing damage to a parapet. When you arrive at the site, Tom explains to everyone the tasks that need to be done. Everyone gets to work right away. Fred and Chuck, two experienced BRAs, are setting up a concrete form around the damaged section of the parapet. After the BRS1 leaves, Fred and Chuck seem to slow down. You notice them laughing together. Joannne, a BRAT, who is flagging traffic near by, walks over to you and asks if you are going to do anything about those two.

Question:

How do you answer Joanne? What should you say to Fred and Chuck? What do you do in this situation? What should have happened in this situation?
**Leadership Self-Evaluation Quiz**

<table>
<thead>
<tr>
<th>#</th>
<th>A</th>
<th>Score:</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I always look for ways of improving the work of the crew.</td>
<td>I don't care how the crew does its work.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I help people right away if they have problems.</td>
<td>If somebody has a problem, it's their responsibility to ask for help.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I like a relaxed feeling among the crew. I don't feel I have to</td>
<td>I keep everyone on their toes. If I let down, everybody would stop</td>
<td></td>
</tr>
<tr>
<td></td>
<td>be running everything all the time.</td>
<td>working.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>I always know what the crew members should be doing.</td>
<td>Crew members can figure out what to do. That's their responsibility.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I keep the team on track.</td>
<td>If they can't stick to the job, that's their fault.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I try to be very clear when I give an assignment. Crew members</td>
<td>If the crew doesn't understand something, let them ask.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>always know what I am asking for.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Crew members don't have to check with me about everything. They</td>
<td>Crew members should always check with me first. I make all the decisions.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>know what they can do on their own.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I keep everyone on the crew informed of the things they need to</td>
<td>If they need to know something, they will tell each other. The word</td>
<td></td>
</tr>
<tr>
<td></td>
<td>know.</td>
<td>will get around.</td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>I am friendly, encouraging, and sympathetic with the members of</td>
<td>I'm not responsible for their feelings. We're here to work, not to have</td>
<td></td>
</tr>
<tr>
<td></td>
<td>the crew.</td>
<td>a good time.</td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>I let people do their work. I don't stand over them.</td>
<td>I watch every move they make, otherwise nothing would happen.</td>
<td></td>
</tr>
<tr>
<td>11</td>
<td>I set a tone of professionalism and respect among the crew.</td>
<td>I don't care how the crew feels. That's not my job.</td>
<td></td>
</tr>
</tbody>
</table>
Scoring: If you are more like the A, put an A in the score column. If you are more like B, put a B in the score column. Count the number of A answers. The total number of A answers is your score.

<table>
<thead>
<tr>
<th>Score</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 - 11</td>
<td>good leadership skills</td>
</tr>
<tr>
<td>7 - 9</td>
<td>average leadership skills</td>
</tr>
<tr>
<td>below 7</td>
<td>needs improvement</td>
</tr>
</tbody>
</table>
Decision Making
Case Study

**Definition:** Decision making is choosing actions from available alternatives to achieve a result.

When you make decisions for yourself alone, you alone face the consequences. But, when you become a crew leader, you start making decisions that affect other people. You will always have to consider what effect your decision will have on your crew. Your responsibility for your crew will involve you in some complex decision making. Some decisions will be risky, some may require creativity.

Discuss the following case study with your entire class. Discuss how leaders make and defend complicated decisions.

**The Sam Williams Case**

Sam Williams has worked for the Transportation Maintenance Division for the last ten years. Several months ago Sam was promoted to Highway Maintenance Worker 2. Since the beginning of snow and ice season, Sam has often been put in charge of a shift at a remote re-load location. He leads a crew that loads and operates plows during snow and ice callouts. Sam's re-load site normally has enough certified drivers to send out four plows. When Sam is in charge of this crew, he usually coordinates activities from the site rather than from the road. This particular crew works well with Sam and they have a reputation for getting things done.

Lately, there have been many absences caused by a flu epidemic in the whole residency. Today there is a heavy snow storm and only two people report to Sam's shift for snow plowing. Sam has a tough decision to make. He remembers how his boss, George Nash, has always told him that his top priority is to keep the roads open. He also remembers that his boss has told him that someone needs to stay at the site in case a plow comes back.
with some problem, or a plow turns over on the road. The site is centrally located for the beats it serves and Sam could provide emergency help more quickly if he stayed at the site.

Sam tries to call George Nash, the HMS2, on the radio for instructions. To his surprise, the storm has knocked out communications. Both truck radio and cell phone are out. Sam knows that in these circumstances, communications could be out for an indefinite period of time. He does not know when he will be able to reach anyone by phone or radio. What should Sam do?

- Should he take out a plow himself?
- Should he stay at the re-load location?
- If George arrives sometime later and questions Sam’s decision, how should Sam defend his choice? What should he say to George?

**Here are some aspects of Sam’s situation that you can discuss with your class:**

- How would you define the essential problem that faces Sam?
- What are the limits on Sam’s flexibility in making his decision?
- What were the risks involved in Sam’s choices?
- What people or groups could Sam involve or refer to in making his decision?
- Are there creative alternatives that Sam should consider?
Decision Making Tips:

1. What's your problem?

If you can put into words the problem you are facing, you have a chance of solving it. For instance, Sam's problem is balancing the need to cover the re-load site with the need to open the roads. He has to find a balance between these two concerns. If Sam can state the problem this way to himself, he could probably figure out a balance that would be acceptable to his boss.

2. Don't jump to conclusions.

Wait until you have all the necessary facts. Sometimes the best thing to do is nothing ---- until the situation becomes clearer.

3. Look at all your options.

Make sure you understand the full range of what you can do. Don't "shoot from the hip." Don't rely solely on instinct.
## Decision Making Self-Evaluation Quiz

<table>
<thead>
<tr>
<th>#</th>
<th>A</th>
<th>Score:</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I plan ahead for decisions that I know are coming up.</td>
<td></td>
<td>I wait until something happens, then I react.</td>
</tr>
<tr>
<td>2</td>
<td>I have goals that guide my work decisions.</td>
<td></td>
<td>I often make decisions without knowing what I am trying to do.</td>
</tr>
<tr>
<td>3</td>
<td>I try to find the causes of work problems.</td>
<td></td>
<td>I only see the trouble that work problems cause.</td>
</tr>
<tr>
<td>4</td>
<td>I check DOT policy before making a decision.</td>
<td></td>
<td>I don't care what the policy is. I do what I think is best.</td>
</tr>
<tr>
<td>5</td>
<td>I ask other crew members for their advice.</td>
<td></td>
<td>I don't ask for advice. I get paid to make the decisions, not them.</td>
</tr>
<tr>
<td>6</td>
<td>I look at all my options before I make a decision.</td>
<td></td>
<td>I rely on my first impressions to make a decision.</td>
</tr>
<tr>
<td>7</td>
<td>I learn from the results of my decisions. I try not to make the same mistake twice.</td>
<td></td>
<td>I don't think about the past. Every work situation is a new experience for me.</td>
</tr>
<tr>
<td>8</td>
<td>I try to train the crew to help me make decisions. I want the crew to feel like a team.</td>
<td></td>
<td>I don't care about team work. They don't make the decisions. I do.</td>
</tr>
</tbody>
</table>

Scoring: If you are more like A, put an A in the score column. If you are more like B, put a B in the score column. Count the number of A answers. The total number of A answers is your score.

### Scoring:
- 7 - 8: good decision making skills
- 6: average decision making skills
- 5 & below: improvement needed
Procedures
The Supervisor's Daily Report

The Supervisor's Daily Report (SDR), or a similar Bridge Maintenance Daily Report, is used by supervisors of residency, bridge, or regional crews to record information about the work done each day.

The information on these forms is put into the DAISY computer system by office staff, usually a Transportation Office Assistant (TOA) or Key Board Specialist (KBS.) In the near future DAISY will be replaced by an updated reporting system called MAMIS.

Crew Leaders should follow the instructions of their HMS1s and 2s, or BRS1s and 2s, in filling out the SDR.

You will sometimes hear this form called an “FDR” from the older term: “Foreman’s Daily Report.”

The following is a list of general instructions that will supplement the specific training you will get from your immediate supervisor. There will be some local variation in how this form is used.

1. Identification

If you are in charge of a crew, you will be given a “supervisor's code,” Enter that code, the date on which the tasks were performed, the organization code, and your name and title on the SDR. Your code will be available from your TOA or other office staff.

2. Task

A: JOB: Enter a job number for each task performed. The job number ties in each task performed with its associated charges for labor, material, equipment, location and accomplishment. If more than one task is performed during the work day, a new job number is assigned to each.

B: TASK CODE: Enter the appropriate Task Code that identifies the work being performed. A complete list of currently valid task codes is available in DAISY. Ask your office staff for the list. A more detailed description of tasks is available on the DOT Internet Web Site.
Please note that the task codes that may be found on the back of the SDR form, R 312a (2/88), are out of date and should not be used.

C: DESCRIPTION: Enter a brief, but specific description of the task being performed.

3. Accomplishment

Enter the amount of work actually completed for each task performed. Amounts can be expressed in tenths. Each task has its own unit of accomplishment in which it is measured. Enter the task units of measure as shown in Task Codes lists from DAISY or the DOT Internet Web Site.

4. Reference Marker Location

In the LOC column, enter either M for a reference marker (mile marker) nearest the beginning of the job, or B for a Bridge Indentification Number (BIN).

See the sample SDRs on the following pages for examples of how to enter reference marker numbers.

If the same task is performed in more than one location, each location must be entered as a separate job using the appropriate reference marker numbers.

There are some maintenance operations for which reference marker numbers are not recorded. Examples of this include some snow and ice tasks such as plowing a beat, and some pavement marking tasks. For these tasks enter the route number only. Your supervisor will let you know which tasks do not require the recording of complete reference marker numbers.

5. Work Crew

Enter the work crew regular time person-hours (RT) and any overtime person-hours (OT) worked. This should include all of the safety activities that are part of doing regular jobs such as safety zone set-up and removal, flagging, setting out variable message signs, and operating shadow and moving maintenance vehicles.

The column labeled “Safety Crew” is no longer in use and should be X-ed out as on the sample forms below.
6. Material Description

Enter the job number corresponding to the task performed for each material used in performing a task.

Enter the material code. Enter the amount of material used in the amount column. The amount can be expressed down to one-tenth of a unit. Material codes, descriptions of materials and units can be obtained from your TOA or other office staff.

If the material used is not preprinted on the form, or the same material code is used for a second task, use one of the blank spaces provided at the bottom of the block.

7. Equipment Description

For each type of vehicle used in performing a task, enter the corresponding job number, equipment code, and the number of hours the piece of equipment is committed to the job. If the equipment is not preprinted on the SDR or more than one task is performed using the same equipment type, enter additional in the blank spaces provided on the SDR.

The equipment ID number should be listed if available.

The equipment code corresponds to the Group Code for equipment in the Equipment Management Division’s equipment inventory. A complete list of codes available for use on the SDR can be obtained through DAISY or from your TOA or other office staff.

8. Crew Members

Enter the name of each crew member with his or her time and attendance information.

When a crew member is on leave, the type of leave accruals he or she is using must be indicated. Even when a crew member is on leave for an entire day, his or her use of leave time must be accounted for on the SDR or Bridge Maintenance Daily Report of some supervisor or crew leader.

Information entered in this section is used to complete the Supervisor’s Time and Attendance Report (STAR.)

9. Remarks

Enter any additional information that you believe to be necessary in the remarks block, or on the back side of the form. 

*The next two pages are sample SDRs.*
**Supervisor's Daily Report**

**New York State Department of Transportation**

**Highway Maintenance Division**

**Supervisor's Name:** Sam Williams

**Date:** 9-23-04

**Time:** 07:00 - 15:30

**Job:** Maintain Guide Rail

**Amount:** 90 LF

**Material:**
- **Liquid Asphalt**
- **Crushed Stone**
- **Bit. Winter Mix**
- **Plast Mix**
- **Pipe Size**
- **Guide Rail**
- **Gravel**
- **Salt**
- **Winter Sand**
- **Breakaway Posts**

**Equipment:**
- **Pick Up Truck**
- **Dump Truck**
- **Stake Truck**
- **Front End Loader**
- **Air Compressor**
- **Post Pounder**

**Remarks:**

**Totals:** 40
# SUPERVISOR'S DAILY REPORT

## Task

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>411</td>
<td>Manage Field Operation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>4125</td>
<td>Maintain Box Beam Rail</td>
<td>365</td>
<td>LF m</td>
<td>209 8603 102 1021W</td>
<td>8.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>4125</td>
<td>Mow Rural Arterials, Roads</td>
<td>5</td>
<td>SM</td>
<td>59A 8602 1028 1E25W</td>
<td>8.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>4125</td>
<td>Remove Dead Deer</td>
<td>3</td>
<td>EA</td>
<td>209 8603 1018 1E26W</td>
<td>8.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>4125</td>
<td>Remove Debris</td>
<td>9</td>
<td>ES</td>
<td>52 8602 1102 1018W</td>
<td>12.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>4126</td>
<td>Manual Mowing</td>
<td>4</td>
<td>EL</td>
<td>209 8603 1001 1E26W</td>
<td>8.00</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>4191</td>
<td>Tree Removal - No Topping</td>
<td>2</td>
<td>EA</td>
<td>44 8601 1123 1V01</td>
<td>16.00</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

## Materials

<table>
<thead>
<tr>
<th>Job</th>
<th>Description</th>
<th>Code</th>
<th>Amount</th>
<th>Unit</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Liquid Asphalt</td>
<td></td>
<td></td>
<td>Gals</td>
</tr>
<tr>
<td>2</td>
<td>Crushed Stone</td>
<td></td>
<td></td>
<td>Tons</td>
</tr>
<tr>
<td>3</td>
<td>Br. Winter Mix</td>
<td></td>
<td></td>
<td>Tons</td>
</tr>
<tr>
<td>4</td>
<td>Plant Mix</td>
<td></td>
<td></td>
<td>Tons</td>
</tr>
<tr>
<td>5</td>
<td>Pipe Size</td>
<td></td>
<td></td>
<td>L.F.</td>
</tr>
<tr>
<td>6</td>
<td>Guide Rail 6x6x6 Box Beam</td>
<td>365</td>
<td></td>
<td>L.F.</td>
</tr>
<tr>
<td>7</td>
<td>Gravel</td>
<td></td>
<td></td>
<td>Tons</td>
</tr>
<tr>
<td>8</td>
<td>Salt</td>
<td></td>
<td></td>
<td>Tons</td>
</tr>
<tr>
<td>9</td>
<td>Winter Sand</td>
<td></td>
<td></td>
<td>Tons</td>
</tr>
<tr>
<td>10</td>
<td>Posts</td>
<td>25</td>
<td></td>
<td>EA</td>
</tr>
</tbody>
</table>

## Equipment

<table>
<thead>
<tr>
<th>Job</th>
<th>Description</th>
<th>Code</th>
<th>Hrs</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Paver Up Truck</td>
<td>94432</td>
<td>8.00</td>
</tr>
<tr>
<td>2</td>
<td>Pick Up Truck</td>
<td>924057</td>
<td>4/4</td>
</tr>
<tr>
<td>3</td>
<td>Dump Truck SMALL</td>
<td>864267</td>
<td>4/4</td>
</tr>
<tr>
<td>4</td>
<td>Dump Truck</td>
<td>944237</td>
<td>8.00</td>
</tr>
<tr>
<td>5</td>
<td>Dump Truck</td>
<td>955112</td>
<td>4.00</td>
</tr>
<tr>
<td>6</td>
<td>Ladder</td>
<td>997097</td>
<td>4.00</td>
</tr>
<tr>
<td>7</td>
<td>Mower</td>
<td>897095</td>
<td>8.00</td>
</tr>
</tbody>
</table>

## Crew

<table>
<thead>
<tr>
<th>Job</th>
<th>Crew Members</th>
<th>REG. HRS</th>
<th>OT HRS</th>
<th>LEAVE HRS</th>
<th>IN TIME</th>
<th>OUT TIME</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>JOHN MARINO</td>
<td>8.00</td>
<td>4.00</td>
<td>07:30</td>
<td>16:00</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>JANE SMITH</td>
<td>8.00</td>
<td></td>
<td>07:30</td>
<td>16:00</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>JOHN DOE</td>
<td>8.00</td>
<td></td>
<td>07:30</td>
<td>16:00</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>PETE SCHMIDT</td>
<td>3.00</td>
<td></td>
<td>07:30</td>
<td>16:00</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>GENE PISARCZEK</td>
<td>8.00</td>
<td></td>
<td>07:30</td>
<td>16:00</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>TERRY REYNARD</td>
<td>8.00</td>
<td>4.00</td>
<td>07:30</td>
<td>16:00</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>KEVIN WILLIAMS</td>
<td>8.00</td>
<td>4.00</td>
<td>07:30</td>
<td>16:00</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>STEVE SAMBUCIA</td>
<td>8.00</td>
<td>4.00</td>
<td>07:30</td>
<td>16:00</td>
<td></td>
</tr>
</tbody>
</table>

**TOTALS** 64.00 16.00
When an accident or injury occurs at a work site, the first responsibilities of the person in charge at the scene are:

* Care for the injured parties as far as possible and within the scope of your training. Protect everyone from any danger of further injury.

* Secure the accident scene. Avoid unnecessary moving of vehicles, but make sure that traffic is maintained and that the public and all employees are protected.

* You may need to reset your work zone on a temporary or emergency basis.

* Summon emergency services: police, medical, fire, etc. This can be done either through your residency radio watch or via a 911 call.

* Notify your immediate supervisor either directly or through your residency radio watch.

* Stand ready to assist emergency officers (police, EMT or fire) when they arrive on the scene.

All of the above “first responses” can be done either directly by the supervisor or by delegating these tasks to others. Judgement is called for.

Following an accident there are several reports that must be filled out either by the person in charge or by the vehicle operator.

Samples of the necessary safety forms are included on the pages following this section of the manual. They are also available on the IntraDot and on the P drive at:

P:\Office of Operations\Transportation Maintenance\Training Manuals\Accident Reporting Forms
A detailed description of accident reporting responsibilities is available in the NYSDOT Manual of Administrative Procedures (MAP) under the code: 2. 4-3-4

Get the accident details as soon as possible before important facts are obscured or forgotten. The kind of information you need to record includes the names of drivers, plate numbers, dates, times, locations, names of insurance companies and policy numbers. Also, get the names and addresses of those present as witnesses.

To help the person in charge gather information at the scene, there is an accident report card (SAF-19) in every blue vehicle registration folder. This form can be used to jot down information which you can later transfer to the other forms listed below. After using the SAF-19, dispose of it properly. Do not leave it in the blue folder.

When gathering information about an accident, the supervisor or crew leader makes no statements about the accident other than:

- an exchange of information with the other driver(s)
- answers to questions from law enforcement officers
- answers to questions from his/her supervisor
- answers to questions from Department representatives who are empowered to investigate accidents
- or to his/her own personal insurance carrier.

Further, the supervisor or crew leader enters no agreements, signs no documents, and admits no guilt.

The forms that must be filled out by the supervisor or crew leader after an accident are:

<table>
<thead>
<tr>
<th>Form</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAF-9MVA</td>
<td>Supervisor’s Report of Accident Investigation</td>
</tr>
<tr>
<td>SAF-9INJ</td>
<td>Supervisor’s Report of Accident Investigation</td>
</tr>
<tr>
<td></td>
<td>Vehicle Accident</td>
</tr>
<tr>
<td></td>
<td>Personal Injury and Illness</td>
</tr>
</tbody>
</table>

The forms that must be filled out by the operator of the vehicle/equipment that is involved in an accident are:

<table>
<thead>
<tr>
<th>Form</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>SAF-1C</td>
<td>Report of State Vehicle/Equipment Accident</td>
</tr>
</tbody>
</table>
MV-104 Report of Motor Vehicle Accident
(if there has been personal injury, death, or property damage exceeding $1,000.00)

Samples of these forms are given below.

When considering when to use the SAF-1C form to report an accident with equipment that is not a “vehicle” but is more than a simple tool, use the following guideline:

- Does the equipment have an identification number?
- Or, does it contain an engine, or is it towed or trailered?
- Has the equipment itself sustained damage in the accident?

If the equipment is not a vehicle and does not meet the guidelines above, if it is simply a tool, the SAF-1C form is not necessary. Other forms may still be necessary, particularly in the case of injuries.

Although the SAF-1C and the MV-104 are filled out by the operator, the supervisor or crew leader can, as needed, offer assistance to the operator. If the operator is unable to fill out these forms, the supervisor/crew leader must then do so. In either case, the supervisor/crew leader receives and reviews forms SAF-1 and MV-104 and adds them to his/her SAF-9(s) and forwards these documents as a package to his/her manager no later than two (2) work days after the accident. If supervisors/crew leaders need assistance in filling out these forms, they should seek help from higher level supervisors, T.O.A.s, or they can consult older files in residency offices.

The SAF-1C and MV-104 should be filled out and submitted, as outlined above, no later than the next work day after an accident. Also, the receipt of any citation of the Vehicle and Traffic Law (any tickets) should be reported by the operator to his/her supervisor/crew leader within 24 hours. The operator who receives a ticket must also notify the supervisor/crew leader of the final disposition of the citation within 24 hours of that action. This would include reporting the effect of the disposition on the operator’s ability to perform the duties of the position (e.g., suspension/revocation of driver’s license.)

The blue vehicle registration folder in every vehicle also contains a Courtesy Information Card (SAF-18) which can be given to any witnesses to an accident. Witnesses could be employees or members of the public. If the Courtesy Information Card is used, the supervisor should retrieve the card from the witness, use it in his/her investigation and reports, make it available to law enforcement, and dispose of it properly before turning in the blue folder.

If roadside appurtenances (guide rail, signs, etc.) have been damaged in the accident, this
should be noted on the SAF-9MVA by the supervisor/crew leader so that later investigations can pursue “accident damage recovery” funds.

After dealing with an accident the supervisor/crew leader can remind all injured employees to call the NYS Accident Reporting System at 1-888-800-0029. This number can be called toll-free 24 hours a day. Employees should use it to report any work related injury or illness. If an employee is unable to make the call, the supervisor should do so.

In addition to the pain and suffering of personal injuries, accidents affect our work in the following ways:

Loss of the injured employee's services.

Loss of the services of employees and supervisors/crew leaders who must care for the injured person.

Loss of production due to partial or total shut down and rescheduling of a job.

Loss of the use of a vehicle or other piece of equipment.

Loss of time in investigating and processing reports.

The reasons for documenting accidents on these forms are:

New York State law and DOT policy require that accidents be investigated.

We want to prevent any future accidents. If the causes of accidents can be made known to everyone, we can prevent further accidents.

Accident investigation is used to provide information to the Workers' Compensation Board and insurance carriers.
Case Study

A Car in the Work Zone

You are an HMS1 with a crew of four: Tony, Mike, Taylor, and Mary Ann. Your HMS2 has assigned you to replace a section of damaged guide rail on Route 12, a two lane - two way road, 2 miles east of the residency.

You leave the shop at 8:15 a.m. in a patrol truck. You assign Mike to drive the front-end loader to the job. Mike is certified on the loader but has only loaded trucks during snow and ice season. You feel that Mike needs more experience on the loader under your guidance.

Tony and Taylor are responsible for setting the new posts and rails.

Mary Ann has never worked on a guide rail job before. She is to observe and help only as necessary.

A separate crew has already set up the work zone MPT.

At 11:45 a.m., on a bright sunny day, the last piece of box beam is being set into place. The beam is suspended from a chain attached to the bucket of the loader. All of a sudden, Mary Ann yells that a car is inside the cones of the work zone. A second later, there is a loud noise as a car strikes the back of the patrol truck that is parked on the shoulder of the road. You run to the rear of the patrol truck, approximately 100 feet away and find that a Buick has struck the truck. The driver, an elderly man, appears dazed, but conscious. Just then, Taylor yells that Tony has been hurt. You run back to the loader location and find Tony lying on the ground holding his leg. Taylor says that Tony was hit on the leg by the box beam when the loader bucket moved suddenly.

Mary Ann is visibly shaken and is not saying anything.

Mike is just sitting in the Loader.

- What do you do now? What are your duties as a supervisor/crew leader in this situation?
- Describe the sequence of events from this point on.
- What documents should be filled out? By whom? What information will be required?
### SUPERVISOR’S REPORT OF ACCIDENT INVESTIGATION
#### PERSONAL INJURY AND ILLNESS

**SUPERVISOR’S REPORT OF ACCIDENT INVESTIGATION**  
**PERSONAL INJURY AND ILLNESS**  
**SAF-9INJ (03/03)**  
**Region ___**

<table>
<thead>
<tr>
<th>Injured or Ill Employee:</th>
<th>Program Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Date of Injury/Illness:</td>
<td>Work Location:</td>
</tr>
<tr>
<td>Employee ID#:</td>
<td>Title:</td>
</tr>
<tr>
<td>Employee’s Home Address (include City/Village, &amp; Zip):</td>
<td>Employee’s Home Phone #:</td>
</tr>
<tr>
<td>Sex: □ M □ F</td>
<td>Date of Birth:</td>
</tr>
<tr>
<td>ARS Case# (If Known):</td>
<td>Case # from Log:</td>
</tr>
<tr>
<td>Employment Category:</td>
<td></td>
</tr>
<tr>
<td>□ Full-time □ Temporary □ Non-Employee</td>
<td></td>
</tr>
<tr>
<td>Date Hired: / /</td>
<td>AM / PM</td>
</tr>
<tr>
<td>Time of Event: AM / PM</td>
<td>Time in Title at Time of Injury:</td>
</tr>
<tr>
<td>Time employee started shift: AM / PM</td>
<td>□ Less than 3 mo.</td>
</tr>
<tr>
<td>Nature of injury and part of body:</td>
<td>□ 3-11 mo.</td>
</tr>
<tr>
<td>(Be specific ex: strained back, burn to rt hand etc...):</td>
<td>□ 1-5 yr.</td>
</tr>
<tr>
<td>Specific location of injury: (include City or Village, &amp; Zip Code)</td>
<td>□ More than 5 yr.</td>
</tr>
<tr>
<td>On employer’s premises: □ Yes □ No (At Residency, Sub-Residency or DOT facility)</td>
<td></td>
</tr>
<tr>
<td>Severity of injury:</td>
<td>Type of treatment:</td>
</tr>
<tr>
<td>□ Fatality - Date of Death:</td>
<td>□ Medical Treatment</td>
</tr>
<tr>
<td>□ Lost workdays - (Beyond day of injury)</td>
<td>□ First Aid</td>
</tr>
<tr>
<td>□ Alternate/Restricted Duty</td>
<td></td>
</tr>
<tr>
<td>Name and address where treatment was provided:</td>
<td>Name of treating Doctor or Physician:</td>
</tr>
<tr>
<td>What was the employee doing when injured? Describe the activity, as well as the tools, equipment, or material the employee was using. Be specific. Examples: “climbing ladder while carrying grinder; lifting wing blade and placing on wing etc...”</td>
<td></td>
</tr>
<tr>
<td>What Happened? Explain how the injury occurred. Examples: “When ladder slipped on uneven surface, employee fell 20”°, Employee strained back while trying to lift wing.</td>
<td></td>
</tr>
</tbody>
</table>

**Over**
What object or substance directly harmed the employee? *Examples: “ground, radial arm saw, grinder, chemical substance etc...”*

### Contributing factors: Events and conditions that contributed to the injury. *(Check only the most appropriate factor)*

#### Administrative Factors:
- Delegation of Task
- Employee Control
- Housekeeping
- Equipment
- Hazardous/Unsafe Condition
- PPE
- Policy/Procedure
- Other:

#### Environmental Conditions:
- Weather
- Building/Structure
- Insect/Animal Exposure
- Equipment/Tool
- Workstation Design
- Noise
- Air Contaminate
- Temperature Extreme
- Ventilation
- Vibration
- Repetitive Motion
- Chemical Exposure
- Atmospheric Hazards
- Fire/Heat
- Location/Position
- Illumination
- Electrical Condition
- Slippery Condition/Surface
- Other:

#### Equipment Factors:
- Equipment Design Deficient
- Equipment Worn
- Improper Maint. of Equipment
- Motor Vehicle Accident
- Error - Private Vehicle
- Work Zone Intrusion
- Error - Operator (Non-Employee)
- Other:

#### Human Factors:
- Action by Other Employee(s)
- Fatigue
- Violation of Policy/Procedure
- Safety Device By-Passed
- Physical/Mental Factor
- Lifting
- Inattentive Behavior
- Unsafe Act
- PPE
- Other:

#### Training Factors:
- Training
- Employee Training
- Supervisor Training
- **Workplace Violence Act**

---

**Supervisor’s Preventive Recommendations and Corrective actions:** *(Those that have been, or will be, taken to prevent recurrence.) Include an additional sheet if necessary.*

---

**Immediate Supervisor:** (print name) ____________  Signature: ____________

**Did you investigate this injury?**  Yes  No  **Date & time you were notified of this injury:** / /  **AM/PM**

**Is this injury:**  Preventable  Non-Preventable *(explain why )

---

**Employee Permission Illness Cases only:**
- Check this box if the employee independently and voluntarily requests that his or her name not be entered on the SH-900, Log of Work Related Injuries and Illnesses. If checked, treat as a privacy concern case.

**Prepared by:** ____________________________  **Approved by:** ____________________________

**Title:** ____________________________  **Title:** ____________________________

**Date:** / /  **Date:** / /

SAF-9INJ (03/03)
<table>
<thead>
<tr>
<th>Operator:</th>
<th>Program Area:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accident Date:</td>
<td>Work Location:</td>
</tr>
<tr>
<td>Employee ID#:</td>
<td>Title:</td>
</tr>
<tr>
<td>Sex:</td>
<td>Date of Birth:</td>
</tr>
<tr>
<td>Immediate Supervisor:</td>
<td></td>
</tr>
<tr>
<td>Employment Category:</td>
<td>Length of Employment:</td>
</tr>
<tr>
<td>Full-time</td>
<td>Temporary</td>
</tr>
<tr>
<td>Date Hired:</td>
<td></td>
</tr>
<tr>
<td>Was accident reported to a police agency:</td>
<td>Agency &amp; name of Investigating Officer:</td>
</tr>
<tr>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Type of Equipment or Vehicle make &amp; model:</td>
<td>Location:</td>
</tr>
<tr>
<td></td>
<td>At intersection</td>
</tr>
<tr>
<td></td>
<td>On Shoulder</td>
</tr>
<tr>
<td></td>
<td>At DOT Facility</td>
</tr>
<tr>
<td></td>
<td>Other:</td>
</tr>
<tr>
<td>License plate or ID #:</td>
<td>Time of MVA:</td>
</tr>
<tr>
<td></td>
<td>A.M.</td>
</tr>
<tr>
<td>Specific location of accident:</td>
<td></td>
</tr>
<tr>
<td>Rte #:</td>
<td>Ref. Marker:</td>
</tr>
<tr>
<td>City, Town or Village:</td>
<td></td>
</tr>
<tr>
<td>Road Type or Character: (Check all that apply)</td>
<td></td>
</tr>
<tr>
<td>One Lane</td>
<td>Two Lane</td>
</tr>
<tr>
<td>One Way St.</td>
<td>Divided Highway</td>
</tr>
<tr>
<td>Limited Access</td>
<td>Bridge</td>
</tr>
<tr>
<td>On Grade</td>
<td>On hill crest</td>
</tr>
<tr>
<td>Curve</td>
<td>Merging Lane</td>
</tr>
<tr>
<td>U-Turn</td>
<td>Other</td>
</tr>
<tr>
<td>Road Surface:</td>
<td></td>
</tr>
<tr>
<td>Dry</td>
<td>Wet</td>
</tr>
<tr>
<td>Weather:</td>
<td></td>
</tr>
<tr>
<td>Cloudy</td>
<td>Partly Cloudy</td>
</tr>
<tr>
<td>Clear/Sunny</td>
<td>Rain/Mist</td>
</tr>
<tr>
<td>Type of Collision:</td>
<td></td>
</tr>
<tr>
<td>Rollover</td>
<td>Side-swipe</td>
</tr>
<tr>
<td>Head on</td>
<td>Fixed Object</td>
</tr>
<tr>
<td>Vehicle/Equip. Damage only</td>
<td>Object Collided with: (indicate if object collided with was a Private Vehicle or a DOT vehicle)</td>
</tr>
<tr>
<td></td>
<td>Private Vehicle</td>
</tr>
<tr>
<td></td>
<td>Motor vehicle (In motion)</td>
</tr>
<tr>
<td></td>
<td>Railroad Vehicle (In motion)</td>
</tr>
<tr>
<td></td>
<td>Bicycle</td>
</tr>
<tr>
<td>Damage:</td>
<td>Property Damage</td>
</tr>
<tr>
<td>□ Disabling</td>
<td>□ Minor</td>
</tr>
<tr>
<td>□ Check if MV-104 was completed.</td>
<td></td>
</tr>
<tr>
<td>An MV-104 must be filed when an accident involves a Personal Injury, a Fatality, or Property and/or Equipment Damage exceeding $1,000.00 to either the DOT or Private Vehicle.</td>
<td></td>
</tr>
<tr>
<td>TASK (Describe what task or operation was being performed):</td>
<td></td>
</tr>
</tbody>
</table>
Describe in detail how the accident occurred: (include a separate sheet if necessary)

<table>
<thead>
<tr>
<th>Contributing factors:</th>
<th>DOT</th>
<th>Private Vehicle</th>
<th>OTETA Criteria:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Adverse Weather</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Unsafe Speed</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Deer/Animal</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Inattentive Behavior</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Unsafe Backing</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Operator Error</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Failure to Perform Pre-Trip Inspection</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Height, Width, or Weight</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Unsecured Load</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Factors Beyond Operators Control</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Failed to Follow Established Policy or Procedure</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Improper Following Distance</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Unsecured Load</td>
<td>☐</td>
<td>☐</td>
<td></td>
</tr>
<tr>
<td>Other</td>
<td>☐</td>
<td>☐</td>
<td>Did the accident result in:</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ A fatality ☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ Any vehicle towed and CDL operator cited for a moving violation: ☐ Yes ☐ No</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>♦ Someone involved requiring medical treatment away from the scene of the accident and CDL operator cited for a moving violation: ☐ Yes ☐ No</td>
</tr>
</tbody>
</table>

If the answer to ANY of the above questions is yes, the CDL operator MUST BE TESTED FOR DRUGS & ALCOHOL.

Supervisor’s Preventive Recommendations and Corrective actions:
(Those that have been, or will be, taken to prevent recurrence.) Include an additional sheet if necessary.

Immediate Supervisor: ___________________________  Signature: ___________________________
(Print Name)

Supervisor ID #: ___________________________

Did you investigate this Accident? ☐ Yes ☐ No  Date & time you were notified: / / AM/PM

Is this incident: ☐ Preventable ☐ Non-Preventable (explain why)

☐ Were any summons issued? ☐ Additional Forms and or info attached

Prepared by: ___________________________  Approved by: ___________________________
Title: ___________________________  Date: ___________________________

Approved by: ___________________________  Title: ___________________________  Date: ___________________________

SAF-9MVA(03/03)
<table>
<thead>
<tr>
<th>1</th>
<th>POLICY- HOLDER</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>FULL NAME</strong></td>
<td>NEW YORK STATE DEPARTMENT OF TRANSPORTATION</td>
<td><strong>TELEPHONE NUMBER</strong></td>
<td>(518) 457-2420</td>
</tr>
<tr>
<td><strong>ADDRESS</strong></td>
<td>1220 WASHINGTON AVE., BUILDING 5</td>
<td><strong>CITY</strong></td>
<td>ALBANY</td>
</tr>
<tr>
<td><strong>PLACE</strong></td>
<td><strong>STATE</strong></td>
<td><strong>ZIP CODE</strong></td>
<td>12232</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2</th>
<th>INSURED VEHICLE</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MAKE</strong></td>
<td><strong>YEAR</strong></td>
<td><strong>MODEL</strong></td>
<td><strong>TYPE</strong></td>
</tr>
<tr>
<td><strong>PLATE NUMBER</strong></td>
<td><strong>COUNTY AND TELEPHONE NO.</strong></td>
<td><strong>REGION AND PROGRAM AREA</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>3</th>
<th>TIME AND PLACE OF ACCIDENT</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>DATE</strong></td>
<td><strong>HOUR</strong></td>
<td><strong>CITY</strong></td>
<td><strong>STATE</strong></td>
</tr>
<tr>
<td><strong>LOCATION (STREET, INTERSECTION, ETC.)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>4</th>
<th>PERSONS INJURED</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NAME</strong></td>
<td><strong>ADDRESS</strong></td>
<td><strong>APPEARANT AGE</strong></td>
<td></td>
</tr>
<tr>
<td><strong>INJURIES (CHECK ONE AND DESCRIBE)</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Slight</strong></td>
<td><strong>Serious</strong></td>
<td><strong>Fatal</strong></td>
<td></td>
</tr>
<tr>
<td><strong>INSURED'S VEHICLE</strong></td>
<td><strong>IN OTHER VEHICLE</strong></td>
<td><strong>PEDESTRIAN</strong></td>
<td></td>
</tr>
<tr>
<td><strong>ATTENDED BY</strong></td>
<td><strong>WHERE TAKEN AFTER ACCIDENT?</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>NAME</strong></td>
<td><strong>ADDRESS</strong></td>
<td><strong>APPEARANT AGE</strong></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>5</th>
<th>DAMAGE TO PROPERTY OF OTHERS</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NATURE AND EXTENT OF DAMAGE</strong></td>
<td><strong>Slight (UNDER $500)</strong></td>
<td><strong>Heavy ($500 OR MORE)</strong></td>
<td><strong>ESTIMATED COST OF REPAIRS</strong></td>
</tr>
<tr>
<td><strong>OWNER</strong></td>
<td><strong>ADDRESS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>OTHER DRIVER</strong></td>
<td><strong>ADDRESS</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>IF MOTOR VEHICLE, make &amp; year</strong></td>
<td><strong>Plate Number</strong></td>
<td><strong>Was other vehicle insured?</strong></td>
<td><strong>NAME OF COMPANY</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>6</th>
<th>DAMAGE TO VEHICLE OF POLICY HOLDER</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>NATURE OF LOSS</strong></td>
<td><strong>Slight (UNDER $600)</strong></td>
<td><strong>Heavy ($600 OR MORE)</strong></td>
<td><strong>ESTIMATED COST OF REPAIRS</strong></td>
</tr>
<tr>
<td><strong>PARTS DAMAGED AND EXTENT</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>WHERE AND WHEN VEHICLE CAN BE INSPECTED</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**IMPORTANT: BE SURE TO GIVE INFORMATION REQUESTED ON PAGE 2.**
OCCUPANTS OF INSURED VEHICLE

ADDRESS

TELEPHONE NUMBER

OCCUPANTS OF OTHER VEHICLE

ADDRESS

TELEPHONE NUMBER

7 NAMES AND ADDRESSES OF OCCUPANTS AND WITNESSES

OCCUPANTS

ADDRESS

TELEPHONE NUMBER

WITNESSES

ADDRESS

TELEPHONE NUMBER

OTHER WITNESSES (IMPORTANT)

ADDRESS

TELEPHONE NUMBER

SHOW HOW ACCIDENT OCCURRED BY USING THIS DIAGRAM

Indicate points of compass N.E.S.W.

GIVE STREET NAMES, DIRECTIONS AND LOCATIONS OF OBJECTS INVOLVED, USING MILE POST MARKERS IF AVAILABLE

STATEMENT OF DRIVER/OPERATOR

DESCRIBE BELOW HOW THE ACCIDENT OCCURRED, GIVING DIRECTION AND SPEED OF VEHICLE OR VEHICLES, WIDTH OF STREET OR HIGHWAY, CONDITION OF ROAD SURFACE, WEATHER, ETC. (ATTACH ADDITIONAL SHEET IF NECESSARY)

MV 104 FILED?

☐ YES ☐ NO

WERE SEAT BELTS IN USE?

☐ YES ☐ NO

MV 104 MUST BE FILED WHEN ACCIDENT INVOLVES PERSONAL INJURY, DEATH OR PROPERTY AND/OR EQUIPMENT DAMAGE EXCEEDS $1,000.00

SIGNATURE OF DOT OPERATOR

TITLE

DATE

SIGNATURE OF SUPERVISOR

TITLE

DATE

MV 104 FILED?

☐ YES ☐ NO

WERE SEAT BELTS IN USE?

☐ YES ☐ NO

MV 104 MUST BE FILED WHEN ACCIDENT INVOLVES PERSONAL INJURY, DEATH OR PROPERTY AND/OR EQUIPMENT DAMAGE EXCEEDS $1,000.00

SIGNATURE OF DOT OPERATOR

TITLE

DATE

SIGNATURE OF SUPERVISOR

TITLE

DATE
New York State Department of Motor Vehicles

REPORT OF MOTOR VEHICLE ACCIDENT

www.nysdmv.com

BEFORE COMPLETING THIS FORM, READ THE INSTRUCTIONS IN SECTION A ON PAGE 2

**DO NOT FORGET**

**ACCIDENT DATE**

**Page** of __________  [ ] RUSH - DRIVER OF VEHICLE 1 - LICENSE SUSPENDED FOR FAILURE TO REPORT

<table>
<thead>
<tr>
<th>Accident Date</th>
<th>Page</th>
<th>[ ]</th>
<th>RUSH - DRIVER OF VEHICLE 1 - LICENSE SUSPENDED FOR FAILURE TO REPORT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Month</td>
<td>Day</td>
<td>Year</td>
<td>Number of Vehicles</td>
</tr>
<tr>
<td>[ ] AM</td>
<td>[ ] PM</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>[ ] Yes</td>
<td>[ ] No</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**DRIVER OF VEHICLE 1**

- Driver License ID Number: __________
- Driver License ID Number: __________
- Driver Name: __________
- Driver Name: __________
- Address (Include Number & Street): __________
- Address (Include Number & Street): __________
- City or Town: __________
- City or Town: __________
- State: __________
- State: __________
- Zip Code: __________
- Zip Code: __________
- Date of Birth Month: __________
- Date of Birth Month: __________
- Day: __________
- Day: __________
- Year: __________
- Year: __________
- Sex: __________
- Sex: __________
- Number of People in Vehicle: __________
- Number of People in Vehicle: __________
- Public Property Damaged: [ ]
- Public Property Damaged: [ ]
- Date of Death Month: __________
- Date of Death Month: __________
- Day: __________
- Day: __________
- Year: __________
- Year: __________
- Sex: __________
- Sex: __________
- Number of People in Vehicle: __________
- Number of People in Vehicle: __________
- Public Property Damaged: [ ]
- Public Property Damaged: [ ]

**REGISTRANT**

- License Plate Number: __________
- License Plate Number: __________
- State of Reg: __________
- State of Reg: __________
- Vehicle Year & Make: __________
- Vehicle Year & Make: __________
- Ins. Code: __________
- Ins. Code: __________
- Public Property Damaged: [ ]
- Public Property Damaged: [ ]

**VEHICLE DAMAGE**

<table>
<thead>
<tr>
<th>Estimated Cost of Repairs - Vehicle 1</th>
<th>$1,001-$1,500</th>
<th>$1,501-$2,500</th>
<th>Over $2,500</th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Cost of Repairs - Vehicle 2</td>
<td>$1,001-$1,500</td>
<td>$1,501-$2,500</td>
<td>Over $2,500</td>
</tr>
</tbody>
</table>

**ACCIDENT DIAGRAM**

- Circle one of the 9 diagrams (numbered 0-8) if it describes the accident, or draw your own diagram below in space 9.
- Number the vehicles. Your vehicle is # 1

**PLACE WHERE ACCIDENT OCCURRED IN NEW YORK STATE**

<table>
<thead>
<tr>
<th>County</th>
<th>City</th>
<th>Village</th>
<th>Town</th>
<th>Permanent Landmark</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Road on which accident occurred</th>
<th>__________</th>
<th>(Route Number or Street Name)</th>
</tr>
</thead>
<tbody>
<tr>
<td>at [ ] 1) intersecting street</td>
<td>__________</td>
<td>(Route Number or Street Name)</td>
</tr>
<tr>
<td>or [ ] 2) ______________________</td>
<td>__________</td>
<td>(Route Number or Street Name)</td>
</tr>
<tr>
<td>Feel</td>
<td>__________</td>
<td>W of</td>
</tr>
</tbody>
</table>

**How did the accident happen?**

|------------------------------|--------------------|-----------------------|-------------------------|-------|--------|----------|---------------|-----------------|

**IDENTIFIED DAMAGED PROPERTY OTHER THAN VEHICLE(s)**

<table>
<thead>
<tr>
<th>VIN</th>
<th>Name and Address of Policy Holder</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Name and Address of Policy Holder</th>
<th>__________</th>
</tr>
</thead>
<tbody>
<tr>
<td>Policy</td>
<td>__________</td>
</tr>
<tr>
<td>Policy Number</td>
<td>__________</td>
</tr>
<tr>
<td>Policy Period</td>
<td>__________</td>
</tr>
</tbody>
</table>

**INSURANCE**

<table>
<thead>
<tr>
<th>Date</th>
<th>Print Name of Driver (or Representative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
<td>__________</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Signature of Driver (or Representative)</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________</td>
</tr>
</tbody>
</table>

**A代表 may sign for the driver if the driver is unable to sign because of injury or death. If you are signing as the driver's representative, check the box that describes why the driver cannot sign.**

[ ] Injury

[ ] Death

An accident report is not considered complete and filed unless it is signed, and if not signed may result in the suspension of your driver's license.
**SECTION A**

You must report within 10 days any accident occurring in New York State causing a fatality, personal injury or damage over $1,000 to the property of any one person. Failure to do so within 10 days is a misdemeanor. Your license and/or registration may be suspended until a report is filed. Check the "RUSH" box at the top of page 1 if your license is suspended for failure to report this accident on time. You must fill in all information requested on the report.

Then fill in the boxes numbered 1-7 and 23-30 in the right margin on page 1 by entering the number. Refer to Section B that best describes the circumstances of the accident. If a question does not apply, enter a dash ("-"). If you do not know an answer, enter an "X".

**INSTRUCTIONS - PLEASE PRINT OR TYPE ALL INFORMATION - USE BLACK INK**  
* First - fold along this shaded, dotted line.

**VEHICLE INVOLVEMENT** - If you were in an accident involving:
- two-cars, enter your information in the VEHICLE 1 section and the other driver's information in the VEHICLE 2 section.
- a pedestrian, bicyclist or other pedestrian (a person using a non-motorized conveyance such as in-line skates, skateboarded, etc.), enter the information in the "Driver" spaces provided for Vehicle 2, and check the PEDESTRIAN, BICYCLIST or OTHER PEDESTRIAN box.
- a vehicle other than a motor vehicle (such as a snowmobile, mini-bike, air-cycle, all-terrain vehicle, trail bike, or other non-motor vehicle), enter the driver, registrant and vehicle information in the space provided for VEHICLE 2.
- an unoccupied vehicle, enter all available information. Be sure to enter the correct vehicle Plate Number and Vehicle Type in the VEHICLE 2 block.
- more than two vehicles, fill out additional accident reports. On these reports, place the information for the third vehicle in the space marked VEHICLE 1 and mark it "3". Use the space marked VEHICLE 2 for the fourth vehicle, and mark it "4" and so on. Additional forms are available at any Motor Vehicle offices or from the DMV website: www.mydmv.com.

**DRIVER** - Enter the information for each driver EXACTLY as it appears on his/her driver license.

**REGISTRANT** - Enter registrant information EXACTLY as it appears on the registration of each vehicle involved in the accident.

**VEHICLE DAMAGE** - Indicate if the accident exceeds the $5,000 threshold for property damage to any one vehicle or property caused by the accident, and describe the vehicle damage.

**ACCIDENT LOCATION** - Enter the county, locality and street(s) where the accident occurred. Check the box if there is an intersecting street. If available, identify a permanent landmark nearby, such as a business, school, shopping mall, parking lot, water tower, railroad, mountain or cell tower.

**ALL INVOLVED** - List the names of all persons involved in the accident, and provide the date of death if anyone was killed, or as a result of the accident. If more than four people are involved, complete another report. In the ALL INVOLVED section of that report, provide the required information for everyone else involved in the accident. Enter the following codes in the appropriate columns:

**WHICH VEHICLE OCCUPIED (Column 8)** - Enter the appropriate number or letter:
- 1. Vehicle 1
- 2. Vehicle 2
- B. Bicyclist
- P. Pedestrian
- O. Other Pedestrian

**POSITION IN/ON VEHICLE (Column 9)** - Enter the number from this diagram which corresponds to each person's position:
- 1. Driver
- 2. 2-7. Passengers
- 8. Riding/Hanging on Outside

**SAFETY EQUIPMENT USED (Column 10)**
- 1. None
- 2. Air Bag Deployed
- 3. Lap Belt
- 4. Air Bag Deployed/Lap Belt
- 5. Shoulder Restraint
- 6. Air Bag Deployed/Shoulder Restraint
- 7. Air Bag Deployed/Lap Belt/Restraint
- 8. Shoulder Restraint/Head Restraint
- 9. Air Bag Deployed/Shoulder Restraint/Head Restraint
- 10. Air Bag Deployed/Shoulder Restraint/Lap Belt/Restraint

**INJURY (Columns 16A-C)** - Check all column(s) that apply and DESCRIBE INJURIES:

A. Severe lacerations, broken or distorted limbs, skull fracture, crushed chest, internal injuries, unconscious when taken from the accident scene, unable to leave accident scene without assistance.
B. Lump on head, abrasions, minor lacerations.
C. Momentary unconsciousness, limping, nausea, hysteria, complaint of pain (no visible injury), whiplash (complaint of neck and head pain).

**INSURANCE** - Enter damage to private property, if any, insurance policy information and VIN. Attach additional reports to page one. Each page of the report must be numbered in the upper left corner. Mark additional sheets #2, #3, etc. Date and sign on the bottom line of each attached report. THE REPORT MUST BE SIGNED BY THE DRIVER OF VEHICLE 1 UNLESS HE OR SHE IS UNABLE TO SIGN BECAUSE HE/SHE IS INJURED OR DECEASED.

* Don't fold internet form. Instead, place page 2 over page 1, with the arrows on page 2 pointing to the boxes on the right edge of page 1.

**SECTION B**

**USE TO COMPLETE BOXES 1-7 AND 23-30 ON PAGE 1**

**PEDESTRIAN/BICYCLIST/OTHER PEDESTRIAN LOCATION**
- 1. Pedestrian/Bicyclist/Other Pedestrian at Intersection
- 2. Pedestrian/Bicyclist/Other Pedestrian Not at Intersection

**PEDESTRIAN/BICYCLIST/OTHER PEDESTRIAN ACTION**
- Crossing, With Signal
- Crossing, Against Signal
- Crossing, No Signal, Marked Crosswalk
- Crossing, No Signal or Crosswalk
- Pedestrian/Bicyclist/Skating Along Highway With Traffic
- Pedestrian/Bicyclist/Skating Along Highway Against Traffic
- Emerging from in Front of/Behind Parked Vehicle
- Going To/From School Bus Stop
- Getting On/Off Vehicle Other Than School Bus
- Working in Roadway
- Playing in Roadway
- Other Actions in Roadway

**TRAFFIC CONTROL**
- 1. None
- 2. Traffic Signal
- 3. Stop Sign
- 4. Flashing Light
- 5. Yield Sign
- 6. Officer/Guard
- 7. School Bus Stop
- 8. RR Crossing Sign
- 9. RR Crossing Flashing Light

**ROADWAY SURFACE CONDITION**
- 1. Dry
- 2. Wet
- 3. Slush
- 4. Snow
- 5. Ice
- 6. Mud
- 7. Sleet/Frost/Freezing Rain
- 8. Snow/Sleet
- 9. Slush/Ice
- 10. Ice/Snow

**DIRECTION OF TRAVEL**
- 1. North
- 2. Northeast
- 3. East
- 4. Southeast
- 5. South
- 6. Southwest
- 7. West
- 8. Northwest

**PRE-ACCIDENT VEHICLE ACTION**
- 1. Going Straight Ahead
- 2. Making Right Turn
- 3. Making Left Turn
- 4. Making U Turn
- 5. Starting from Parking
- 6. Changing Lanes
- 7. Slowing or Stopping
- 8. Stopped in Traffic
- 9. Entering Parked Position
- 10. Parked

**LOCATION OF FIRST EVENT**
- 1. On Roadway
- 2. Off Roadway

**TYPE OF ACCIDENT**

**COLLISION WITH**
- 1. Other Motor Vehicle
- 2. Pedestrian
- 3. Bicyclist
- 4. Animal
- 5. Railroad Train

**COLLISION WITH FIXED OBJECT**
- 11. Light Support/Utility Pole
- 12. Guide Rail - Not At End
- 13. Crash Cushion
- 14. Sign Post
- 15. Tree
- 16. Building/Wall
- 17. Curb
- 18. Fence
- 20. Culvert/Head Wall

**NO COLLISION**
- 31. Overturned
- 32. Submersion
- 33. Fire/Explosion
- 34. Ran Off Roadway Only
- 35. Ran Off Roadway

Send original to: ACCIDENT RECORDS BUREAU
6 EMPIRE STATE PLAZA
PO BOX 2925
ALBANY NY 12220-0925
Discussion

Discuss the following quotes with your class. What do they tell you about the role of the Crew Leader?

"... supervisors and managers are responsible for enforcing the contents of this manual . . . " Snow & Ice Manual, pg. 1

"(It is) . . . impossible to develop standards and procedures that apply to every situation. Good judgment (is) . . . necessary." Snow & Ice Manual, pg. 1

"(In regards to) . . . ramps and intersections . . . based on character of storm, equipment available, traffic conditions, . . . decisions about when to plow may be made by the shift supervisor." Snow & Ice Manual, pg. 12

"Managers and supervisors have a proprietary responsibility for the safety of their employees, for the safety of those with whom the Department conducts business, and for the safety of the public." The Safety Manual, pg. 3

--- What does this mean to the Crew Leader? What is a "proprietary responsibility?" How are Crew Leaders held accountable for this responsibility?
Crew Leader's Quality Control Checklist:

1. Does the crew need written instructions?
2. Do the written instructions have adequate site locations?
3. Is the crew working where the instructions require and is it doing the required work?
4. Did the crew arrive at the work site in a reasonable amount of time?
5. Does the crew have the proper tools and equipment to do the job?
6. Are the tools and equipment in good working order?
7. Do they have the right type and amount of materials to do the work?
8. Is the crew staffed properly to do the work?
9. Has the crew been properly trained?
10. Is the work being performed according to standards and guidelines?
11. Are there workers idle at the work site without sound reason?
12. Are employees using proper personal protective safety items?
13. Does traffic control adhere to Department work zone standards?
14. Is completed work properly measured and reported?
   * Are time charges made correctly?
   * Are material charges made correctly?
   * Are equipment charges made correctly?
15. Are work rules adhered to?
Communication
**Discussions**

Definition of Communication: Communication is the sending of a message between a sender and a receiver.

(If the message does not get through, then no communication has taken place.)

- Discuss the communications video with your class -

The technique for avoiding or getting out of communication traps like the one seen in the video is to know why you are communicating.

There are lots of ways of communicating (telephone, gestures, expressions, words, pictures, etc) but, there are only three reasons why you should communicate:

- to get or give INFORMATION
- to PERSUADE or DISSUADE
- to vent or absorb EMOTION

If you can figure out why you are communicating, you can probably figure out what means to use to communicate. If you are sure of your reason for communicating, you can avoid the traps.
Better Listening

You can't learn anything about a person if you do all the talking. You can't figure out what a member of your crew is likely to do by talking at them. Good leaders listen to what crew members are saying. They try to learn about the crew member: his/her capabilities, preferences, knowledge, motivational drives, attitude. All those factors are vital to the way you lead, and only the crew member can tell you. Learn how to listen.

Tips for good listening:

* Maintain eye contact - Look at the person who is talking to you. Nod or make "agreement sounds" when the other person makes a point. Look interested.

* Leave pauses, allow silences - Let the other person have time to gather their thoughts and continue. Don't jump in every time there is a brief pause.

* Test your understanding of what the other person is saying. Restate or paraphrase. Use phrases Like:

  "So, you're saying that . . ."
  "If I understood correctly, you are saying that . . ."
  "What do you mean when you say . . .?"
  "Have you really done . . .?"

* Encourage questions - Never tell anyone that the question they are asking is stupid. Never tell anyone that they should already know something.

* If you don't know, say so. - Don't answer just to have an answer. When the truth comes out, you will lose that person's trust.
## Communication Self-Evaluation Quiz

<table>
<thead>
<tr>
<th>#</th>
<th>A</th>
<th>Score:</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I try to make a good impression when I talk to people.</td>
<td></td>
<td>I say what's on my mind and I don't care what they think about me.</td>
</tr>
<tr>
<td>2</td>
<td>I wait until a person is done talking to make up my mind about what they are saying.</td>
<td></td>
<td>First impressions are the most reliable.</td>
</tr>
<tr>
<td>3</td>
<td>I enjoy learning new words and enlarging my vocabulary.</td>
<td></td>
<td>I like the way I talk. I am not interested in learning new words.</td>
</tr>
<tr>
<td>4</td>
<td>My choice of words is always correct. People understand exactly what I mean.</td>
<td></td>
<td>Crew members are not always sure of what I mean.</td>
</tr>
<tr>
<td>5</td>
<td>I look directly at people when I speak.</td>
<td></td>
<td>I look away from people when I speak.</td>
</tr>
<tr>
<td>6</td>
<td>I don't use meaningless expressions or slang.</td>
<td></td>
<td>I use lots of slang and other meaningless expressions.</td>
</tr>
<tr>
<td>7</td>
<td>My personal appearance gives the crew a good impression of me.</td>
<td></td>
<td>The way I look is my own business. I don't care what anyone thinks about my appearance.</td>
</tr>
<tr>
<td>8</td>
<td>I listen to everyone regardless of my personal feelings toward them.</td>
<td></td>
<td>If I don't like somebody, I don't bother listening to them.</td>
</tr>
</tbody>
</table>

**Scoring:** If you are more like A, put an A in the score column. If you are more like B, put a B in the score column. Count the number of A answers. The total number of A answers is your score.

**Scoring:**

- **8** good communication skills
- **6-7** average
- **below** needs improvement
Unacceptable Behavior
Dealing With Unacceptable Behavior

Unacceptable behavior must be handled by a face to face conversation with the crew member. The conversation should focus on the behavior and on why it is unacceptable, not on personalities, and not on blaming the employee.

A conversation between a crew leader and the employee can solve problems before they get out of hand. Talking to the crew member, one on one, can avoid the more severe consequences of discipline. The crew leader should always let a crew member know when his or her behavior is unacceptable. The crew leader should also let the crew member know whether the behavior could lead to discipline. The crew member may be innocently unaware that his/her behavior is unacceptable. The discussion could also uncover causes of problems of which the crew leader is unaware.

Correcting unacceptable behavior is the responsibility of the crew leader or supervisor. Discipline, however, is the prerogative of the Department. Discipline can involve penalties, demotions, and dismissal. The crew leader does not carry out discipline and should never threaten any employee with discipline in a personal way. Discipline is carried out by the Regional Personnel Officer or the Employee Relations Office at a department level.

The crew leader could be directed by his or her supervisor or an RE or ARE to deal with unacceptable behavior. Or, the crew leader may feel the need to deal with the behavior him or her self. Either way, discipline could be a result for the employee if the behavior does not change.

Typical kinds of unacceptable behavior are:

* Unsatisfactory or incomplete work
* Sloppy work, carelessness, accidents
* Inability to get along with crew leader or other workers
* Tardiness, Unexplained absence from the work site during the work day
* Complaints from co-workers or the public
* Unpredictable, inappropriate or unexplained changes in behavior or appearance

In the contracts between NYS and CSEA, a conversation between a supervisor and a crew member that is intended to correct unacceptable behavior is called Counseling. These contract agreements contain rules that must be followed in counseling discussions. If you decide that you must talk to a crew member about unacceptable behavior, or if you are assigned to do so, you must follow these rules.
The Rules of Verbal Counseling:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Hold the session in private and during a time when you will not be rushed.</td>
</tr>
<tr>
<td>2.</td>
<td>Explain directly the exact nature of the concern. Make clear what has been observed and why it is important.</td>
</tr>
<tr>
<td>3.</td>
<td>Allow the employee the opportunity to tell his/her whole story, making sure that you hear him/her out.</td>
</tr>
<tr>
<td>4.</td>
<td>Assure the employee of your interest. If appropriate, offer your assistance in resolving the problem.</td>
</tr>
<tr>
<td>5.</td>
<td>Reach an understanding on corrective actions both of you will take. Set a definite follow up date.</td>
</tr>
</tbody>
</table>
Role Plays

Remember that it is not easy to role play, so don't forget to thank the class participants who agree to be the role players!

Discuss each role play by asking whether the crew leader followed the five key steps.

Also, did the supervisor support the employee while he or she was trying to recognize the behavior in question? Did the interview focus on changing behavior or did it degenerate into blame and name calling? Did the crew leader allow the conversation to wander?

The Wading Boots

Jim Kovacs is an HMW1 on your crew. You order Jim to bring rubber boots with him in your truck to deal with a job that involves some localized flooding. Jim asks you about hip waders. He says you promised to supply waders to the crew. Jim says that the crew needs waders rather than rubber boots. You vaguely remember discussing waders but you cannot recall exactly what you said about them. When you tell this to Jim, he curses at you using the most foul language you have ever heard.

You ask Jim to step away from the rest of the crew. You intend to talk to Jim about his abusive language. Jim's problem about the waders is interesting, but it is not the problem you need to solve immediately. Jim's abusive language has gone beyond what you can tolerate because it is beginning to affect the productivity of your crew.

Notes for Jim: You believe that your crew leaders made a commitment about the waders. You believe that you are underpaid for your hard work and you are resentful about not getting the promised equipment.
The Stinker

Frank Poole is a BRA on your crew this morning. He has been assigned to crews under your leadership before and you are familiar with him and with the problem described below.

The other crew members always report a bad body odor coming from Frank whenever they have to work around him. Although Frank is very quiet and shy, they like him personally. However, they physically keep their distance from him and find it impossible to stand close to him. The remarks directed toward Frank are getting more and more negative.
You don't know how to get the work done while this is happening on your crew. You have asked Frank to step aside with you to talk about this.

Note for Frank: You are unaware of any odor problem. You do a good job and don't like other people bothering you.

Missing the Truck

Tim Rehnquist missed the truck this morning. You saw Tim when the shift began but didn’t see him when it was time to go to the job site. You asked Jose Sotar to search the residency for him, but Tim could not be found. When you return to the residency, Tim tells you that he was in the bathroom when the truck left. Tim has been left behind twice before.

You have asked Tim to come into the resident engineer’s office with you so that you can settle this.

Note for Tim: You don’t want to admit to anything that could get you a notice of discipline. You find the work difficult and boring.
Card Play

Dick Smith and Osman Murat are playing cards in the truck at a job site. When they see you, they assure you that they are not gambling. They tell you that they will get started on the job in just a second when they finish the hand.

When they get out of the truck you ask them to step away from the rest of the crew so that you can settle this.

Notes for Dick and Ozzie: You put a lot of energy into your jobs and your work is always done on time. You find that card playing breaks up the monotony of the job.

Practical Jokes

Charlie Warren is a joker. Sometimes his jokes go too far. Today Charlie heated a small piece of metal on a grinder while wearing gloves. He then handed the hot metal to Mary Ann Radetsky. Mary Ann was burned, but not badly. She has complained to you about this incident.

Notes for Charlie: You didn't mean anything by that. You were just joking.

A Quick Temper

Mike Schmidt has a quick temper. He is also one of your most productive workers. Today you asked him to do a dirty clean up job because you needed it done well. Mike became visibly angry and muttered some curses. As Mike walked over to the job you see him pushing Taylor Martin out of his way. Taylor doesn't complain about this because: "That's just the way Mike is."

Notes for Mike: Every time there's a dirty job to do, you get stuck with it. Why doesn't anybody else ever have to the dirty jobs? Why is it always you? Don't they like you? Are they laughing at you behind your back? Doesn't it make you mad?
blank
Dealing with Conflict Within the Work Crew

The Crew Leader must decide when to intervene in arguments between crew members. Such arguments cannot be allowed to degenerate into open conflict. Here are some guidelines on when to intervene:

1. If the parties don't solve the problem within a reasonable amount of time.
2. If other people start to get involved.
3. If deadlines are not met and productivity suffers.
4. If it looks like the parties can't solve the problem.
5. If asked.
6. If morale suffers.

The Crew Leader's own personal conduct will often set a standard for everyone in the crew. A leader who allows him or herself to become angry in an uncontrolled way invites similar behavior by others in the crew. A leader who makes ethnic slurs, or sexually harassing comments, suggests to others that such behavior is acceptable.

Crew Leaders should try to "mediate" conflicts rather than imposing their own point of view. Mediating means helping the contending individuals to work out a solution for themselves. This is always preferable because the parties will gain skills they can use in settling future conflicts.

Here is a checklist you can use in intervening in conflicts:

1. Size up the situation:
   * Are there any physical dangers?
   * Whose feelings are liable to be hurt?
   * Who is involved?

2. Control the physical setting:
   * Move the quarrel from public space to private space. This could reduce embarrassment and reduce the need for "face saving."
   * Separate conflicting parties.
   * Get people to sit down.

3. Speak with people one at a time:
   * Start with the one who is most upset.
   * Tell the other to wait for his or her turn to speak.
*Use the person's name.

4. Allow those involve to express anger or other emotions.

5. Probe to get precise facts.

6. If future conflicts may occur, ask for suggested solutions within the confines of what is proper and allowable.

7. Get a commitment from both parties concerning future behavior:
   * Appeal to reason, team loyalty, and self respect
   * Advice all parties of any possible grounds for discipline

8. Never use derogatory language. Never use ethnic, religious, sexual or racial references. Avoid using sarcasm or making jokes that could hurt people's feelings.

* The above material was adapted from Typical Supervisory Skills, by Anton Aboud and from First Line Supervisor's Training of the NYC Fire Department.
Read and Discuss

Dealing with Employee Complaints

Checklist for Crew Leaders:

1. Give the crew member your undivided attention and listen to what he or she has to say. Maintain eye contact. Avoid interrupting the employee.

2. Ask probing questions to help the crew member express his or her point of view. Ask for any evidence or facts that you need to understand the complaint.

3. Be frank and responsive about what you are going to do in response to the complaint. Tell the crew member whether you are going to bring the complaint to higher supervision.

4. If appropriate, ask the crew member to continue working as assigned pending the outcome of the second line supervisor’s review of the complaint.

5. Avoid reacting to the complaint in a defensive manner.

6. Don’t use sarcastic or offensive language.
Read and Discuss

Dealing with the Public

Checklist for Crew Leaders:

1. Give the person your name and note his or her name. Address the person by that name.

2. Take notes on the person's complaint.

3. Tell the person that you will bring the complaint to your boss' attention.

4. Give the person the telephone number of your residency or bridge office. Give the person the name and/or business card of your supervisor if available.

5. Maintain a polite and professional attitude throughout the conversation.

6. Report the complaint to your supervisor.

* Both sections above are adapted from Typical Supervisory Skills, by Anton Aboud, and from A Supervisor's Guide for Small Highway Department Management, by W.J. Mobbs.
Developing Employee Skills
Read and Discuss

Explaining Work

Skilled performance looks effortless. Once you get good at something, it looks easy. It’s hard to see all the things that a skillful operator is doing because his or her movements flow together into a smooth operation.

People don’t usually enjoy picking apart “how they do things.” Once you master a skill, it becomes “automatic,” and your attitude toward it changes; you don’t want to revisit the difficulties you overcame to learn the skill. You really have to force yourself to think about all the little steps that built up to a skill. But, as an instructor, if you leave something out when explaining any work operation, you are creating a stumbling block for the trainee.

As a Crew Leader, it will often be your job to explain work to new employees.

1. Describing the Job - Start with the end results

Begin by explaining what the job is supposed to accomplish. The crew members need to know why they are doing the job. Let them know the job’s end results so that they will know where your explanation is going.

Then, as far as it’s practical, trace the operation backward through the steps of the job so that the trainee understands the cause and effect relationships of each step. By using this reverse method, the trainees are always in touch with the objectives of the training; they always understand why they are learning something. And, they learn things in terms of a flow rather than in terms of isolated steps.

2. Find the Key Tasks

In breaking down the steps of a job, look for the level of activity at which the trainee can master a skill. This is the “task” level.

Let the trainee repeatedly practice the task until they’ve mastered the skill of doing that task. For instance, moving the front end loader into a pile and scooping a bucket load of
material is one of the tasks that make up the job of loading trucks. Filling the loader bucket can be practiced in the salt dome until the skill is mastered. This task requires the coordination of several actions in a purposeful way. It has an end result: a bucket full of salt, ready to be loaded. By contrast, things like pulling a hydraulic lever, or turning a wheel, are too simple to require practice. There is no “skill” at that level. Finding the skill level and setting up practice for the learner at the skill level is the key to training. Let people practice whole tasks and they will develop skills.

Also, you can see skills. You can tell if a person is performing a task smoothly and under control. This helps you evaluate competent performance.

3. Guide the Practice of Each Task

Skill is achieved by practicing a task until it becomes familiar.

In future performance, the operator will tend to perform a task the way he or she has initially practiced it. Therefore, the supervisor should watch the operator’s initial practice closely. Make sure that the task is being performed in a smooth and efficient way. If the operator has missed something in the explanation of a task, this can be seen in initial practice. If the operator is doing something awkwardly, or something that has no purpose, you should intervene quickly before that person has time to learn the task the wrong way. Don’t wait until they have built up bad habits and learned to enjoy doing it the wrong way. Be supportive in making corrections. Don’t convey the impression that you are forcing the operator to do things “your way” just because you’re the boss. Reinforce the correct procedure by explaining the reason or results of doing things the right way.

4. Reinforce Success

Learning a skill should be enjoyable. People learn a lot faster if the learning process is fun. Compliment the operator when you see that the skill has been mastered. Be a cheerleader and celebrate the operator’s achievement. Let the operator know that you value the new skill and they should also. You wouldn’t want to take this to ridiculous extremes because the trainees might mistakenly think you were mocking them. But, it is necessary to let the trainees know that they have achieved something of value. If you leave out this step, people will find it very difficult to learn from you.
Read and Discuss

Coaching

1. **Trust** - You have to be able to trust your coach.

2. **Motivation** - A coach will help you find your own reasons for wanting to do things.

3. **Observation** - A coach must be willing to put in the time and concentration of observing the learner’s progress with a “critical eye.” This doesn’t mean fault finding. This means empathetically figuring out what you need to know and how you need to develop.

4. **Feedback** - A coach offers honest comments on your job performance and learning needs. There is a skill to doing this without hurting anyone’s feelings. The coach needs to develop the ability to identify those “tasks” that you need to concentrate on to develop your skills. The coach should concentrate on key skills areas that will have maximum effect. The coach doesn’t overwhelm you with trivia; what your coach points out is significant. If you need a push to take that first jump, the coach is someone you trust enough to give you that first push.

5. **Choices** - A coach points out the consequences of the choices you are making. If you choose not to develop a certain skill, the coach will point out the limitations you are accepting for yourself.

6. **Reinforcement** - The coach celebrates accomplishments. Because coaching is personal, your coach feels the satisfaction you take in accomplishments.
Training Tips:

- **Explain the Basics**

  Why should operators bother to check the oil on a machine if they don’t understand the principle of friction? Why should operators bother to check the coolant if they don’t understand what heat does to an engine?

  Be prepared to stop and explain basic mechanical principles.

- **Allow for a different pace of learning in each individual**

  People learn at different rates. This is why we allow more than one attempt at certification evaluations.

  Within the logical limits of operational necessity, if the learner needs to go over the instructions again, go over them again. Don’t impose your personal expectations on them. That would only damage their faith in you as a coach.
Small Group Exercises

In a discussion group, pick one of the jobs below and discuss how you will cover the four steps of crew skills development:

(1) How will you explain the job in a tail gate or shop session?
(Start with the end results - the goal. Then work backward through the steps that get you to that result.)

(2) What are the key skills?
(How will you focus the learner’s attention on the actions or judgements that build smooth performance?)

(3) How will you arrange practice?
(How will you find time for the employee to practice or observe? If you are setting up simulated conditions in the yard, how are you going to do it? If you are going to set up learning assignments on the job site, how are you going to do that?)

(4) How will you reinforce success?
(How will you let them know when they are doing things right?)

Maintenance Jobs:

1. **Mowing roadside** - choose any type of mower except the over-the-rail

2. **Striping a section of road**

3. **Installing new or replacement signs**

4. **Constructing wooden forms for concrete work on bridge abutments**
5. Patching pot holes

6. Repairing a head wall around a culvert

7. Cleaning a stream bed

8. Repairing damaged guide rail

9. Clearing snow with a snow blower

10. Repairing damaged bridge joints

11. Grading a section of road with a grader

12. Clearing a downed tree

13. Paving a straight section of road with a paver

14. Setting up a safety work zone in preparation of any roadside operation

15. Loading truck hoppers with salt

16. Cleaning out enclosed drainages with a sewer cleaner
Policies
The Department of Transportation, as the appointing authority for all its employees, has policies, procedures, and rules that must be followed by all employees. The following are topics of which the Crew Leader should be aware:

**Supervisory Safety Responsibilities**

**Internal Controls**

**Managing Diversity**

**Avoiding Discrimination**

**Providing Reasonable Accommodations for People with Disabilities**

**Positive Workplace Policy**

**The Incident Command System**

**Drug-Free Workplace**

**Employee Assistance Program**

The Crew Leader is accountable for:

- communicating accurate information on these topics to the crew,
- addressing employee questions or complaints that relate to these topics.
- reporting to his/her supervisors,
- and for carrying out specific supervisory functions as applicable.
Read and Discuss

Supervisory Safety Responsibilities

When the crew leader is acting as a supervisor, he or she takes on the following responsibilities:

The immediate supervisor is the “key” to a safe work environment, especially in a remote site. The immediate supervisor must be alert to safety and health hazards and must bring such hazards to the attention of employees and superiors. The supervisor must watch and guide employees to be sure they are working in accordance with safety expectations. It is critical that all employees know what is expected of them, especially safe work practices.

Supervisors must recognize potential for an accident before it occurs, and must constantly look for and correct unsafe acts and conditions.

Supervisors must report to management any unsafe equipment, or methods and procedures that need to be revised, and should counsel employees who continually refuse to conform to safe work practices.

Immediate supervisors and/or crew leaders shall conduct “tailgate” safety meetings, especially when a new or different task will be performed, or with new personnel. The objectives of such a meeting are to:

- Identify Unusual Conditions associated with the work site.
- Recognize potential hazards; discuss and recommend solutions.
- Discuss traffic control procedures
- Check personal protective equipment and review proper use.
- Check vehicles and equipment.

Specifically, immediate supervisors are responsible for the following:

- When employees work in an unsafe manner, show them how to work safely.
- Require employees to bring unsafe conditions to their attention. When possible, correct them promptly. If this can’t be done, minimize the hazard until it can be corrected. Make sure those involved know about the hazard. Advise management of the hazard and suggest appropriate corrective action.

- Investigate each injury and accident to learn why it happened and how to prevent another.

- Maintain effective communication with subordinates concerning their safety. When employees are to perform an unfamiliar task, make sure they understand everything necessary to complete the job safely.

- At a work site, responsibility for safety is as important as the responsibility for seeing that the work is done properly and on time.

- Set the example. Use the same safety equipment subordinates use, no matter how short a time it is required.

- Enforce the use of personal protective equipment, safety equipment and safety procedures.

- Involve employees by asking questions, asking for comments and ideas. Make employees feel involved in decisions that affect their safety.

### Read and Discuss

**Internal Controls**

The purpose of the 1987 Internal Controls Act is to identify and control risks and vulnerabilities at work. If you see anything on the list below that you don’t know how to handle, discuss it with your class and ask for some tips on how to control that risk.

| General risks might include: | * Financial loss  
* Theft of physical assets  
* Damage to equipment  
* Bad record keeping  
* Inefficiency  
* Abusive or prejudicial treatment of employees or the public  
* Bribery |
|-----------------------------|---------------------------------------------------------------|
| Highway maintenance operations might be vulnerable to: | * Unsecured Property  
* Excess equipment downtime  
* Theft of materials (asphalt, aggregate, gasoline, etc.)  
* Theft of tools & equipment  
* Theft of time: AWOL, tardiness  
* Vandalism to equipment  
* Injury to employees or the public |

Crew Leaders are accountable for the following internal control tasks:

* Take notice of any situation or activity that could be a risk or vulnerability.

* Report any risk or vulnerability to your supervisor.

* Decide how you are going to control that risk or vulnerability. Report your procedures to your supervisor. Or, follow your supervisor’s instructions on controlling risks.

Examples:

- Lock out/tag out procedures
- Locking the residency yard at night
- Insisting on attendance and safety rules
- Checking time sheets
- Insisting that contractors follow safety rules
Read and Discuss

Managing Diversity

All NYSDOT supervisors (including crew leaders) are accountable for developing the capacity of our work teams to accept, incorporate and empower diverse human talent.

Is there anything on the following list that you could not handle on a crew?

* Prejudice against another crew member's race, religion, color, gender, nationality, disability, sexual orientation, age, prior criminal conviction, veteran status, marital status

* Conflict over cultural values such as music, modes of speech, mannerisms, relationships, outlook on life.

* Disabilities

The key to achieving our diversity goal is team building. If the Crew Leader encourages a sense of team work on the crew, people will try to fit in despite their differences. If the Crew Leader establishes norms to be followed on the team, people will be willing to leave their differences outside the team.

Example:
A crew has a rookie member. At first the crew may try to pick on her or ignore her. The Crew Leader needs to control this. Over time, she proves she can do the job. Respect for her grows. Then, one day, somebody from outside the crew starts to pick on her. Immediately, all of her fellow crew members back her up and tell the person from outside to get lost.

Moral of the story:
If an atmosphere of respect is developed, the crew won’t tolerate someone from outside picking on a crew member. The Crew Leader’s job is to make this feeling of team-work possible. Perhaps the Crew Leader can give the new member a chance to learn the job along with opportunities to prove competence and trustworthiness.
Read and Discuss

Avoiding Discrimination

It is against the law to discriminate against people because of their race, age, color, religion, gender, sexual orientation, disability, marital status, veteran status, or national origin.

Discrimination can occur when you single out a person by what you say or do. You might be guilty of discrimination if your words or actions toward that person are based on some characteristic that the person shares with a group and cannot easily change. Discrimination could also happen if you fail to do something for a person that you should do.

Crew Leaders need to avoid discrimination when they deal with crew members. For practice in avoiding discrimination, read the following cases and discuss with your class whether discrimination is taking place. If it is, how could it be avoided?

Cases

1. A new Resident Engineer is being introduced to everyone at the residency. Sam, a crew leader, introduces the RE to the crew he is leading that day. Sam begins the introductions by saying: "This is Tony Malvado. That's Mike Schmidt. This fellow is Taylor Martin. And this is Mary Ann, the best looking member of our crew."

2. Silvia Cohen, an HMW1, is fifty-five years of age, has been on the job for twenty-one years, and is eligible for retirement benefits. She has recently found out that she has been turned down for equipment training because of her age. She has been told by her crew leader, an HMW2, that it isn't worth it to train someone who is going to retire soon.

3. Taylor Martin, an African-American, has received three counseling memos for drinking at lunch and missing excessive hours on the job. These counseling memos have been based on the observations of his crew leader. Taylor claims that his co-workers, who are white, do the same thing and none of them have been reprimanded.

4. Daniel Ortiz and Nel Balbona are Hispanic crew members who often work together on
your crew. When they talk with each other, they speak Spanish. You are uneasy about this, so you tell them that only English can be spoken at work.

5. Chang-Kuo Huang, an HMW1, has a speech impediment: stuttering. He is often left at the residency to do clean up jobs by himself. He has asked to be assigned to road crew work that does not require spoken communication. None of the crew leaders will work with Chang-Kuo because of the inconvenience of his stuttering.

6. Mike Schmidt, an HMW1, wears his hair long. His crew leader has told him that his long hair is a hazard around the particular machines he will be using and that he has to do something about it.
Read and Discuss

Positive Work Place

DOT has a Positive and Productive Workplace Policy that is intended to guarantee a work environment free of any behavior or material that is inappropriate, obscene, insulting, disrespectful, harassing, or embarrassing to co-workers or the public. It is the supervisor’s job to make sure that his or her crew and work area lives up to this standard. How is this obligation handled in the following case study?

Pictures on the Walls

The Situation:

Tony, one of your best crew members, comes to you with an observation. He says that he was thinking about bringing his two daughters to visit the Residency on “Take our future to work day.” Tony says he decided not bring them when he realized that they would see the obscene pictures that Jim has hanging on the wall in the break room. Tony isn’t asking you to do anything, but his comments start you thinking. One thing that you realize is that the new crew member, Mary Ann, hasn’t said anything about these pictures.

Questions:

What should you do about this?
Are the pictures “OK” since no has actually complained to you?
How do you think these pictures affect Mary Ann?
or Tony?
or the rest of the crew?
or people visiting the shop?

For more information, consult DOT’s Bulletin on Promoting a Positive and Productive Workplace
Read and Discuss

The Americans with Disabilities Act (ADA)

When it is apparent that an employee has a disability that affects his or her ability to perform assigned tasks, the supervisor or crew leader should let the individual know that there is a process by which he or she can request a reasonable accommodation for that disability.

NYSDOT has a form that disabled employees must use to request a reasonable accommodation (Appendix A,) and a form that is used to request medical documentation of the disability (Appendix C.) It is the job of the supervisor to provide these forms to disabled employees and to transmit them to higher authority through supervisory channels. When the forms are needed, the supervisor can get them from his or her residency or shop office.

If supervisors are able to provide the accommodation themselves, they may do so. For example, a special tool might be needed by a person with a missing limb or digit. If that tool is readily available to the supervisor, the matter can be handled within the crew.

More often, the requested accommodation will have to be looked at by experts. The decision of the experts on whether or not the accommodation can be made would then be transmitted back to the employee by the crew leader or supervisor.

In all cases, however, the supervisor must report the accommodation by transmitting the forms. The requirement for this stems from the Americans with Disabilities Act of 1990. Compliance with this federal law is crucial to the Department's efforts to get federal funding for its operations. Therefore, the reporting requirements outlined here are in everyone’s interest.

Depending on the circumstances, crew leaders could be called on to handle these supervisory duties.
The Incident Command System

As a NYSDOT supervisor, you respond to emergencies and unusual incidents when they occur. That should not be a cause for worry. There is a widely used system in place to handle these events. That system is called the Incident Command System (ICS). Training in ICS will be provided by the Department.

Overview

ICS helps us to prepare for, respond to, and recover from any incident or event. The system provides a way of handling incidents of any size, duration, or complexity. ICS is used by all levels of government including federal, state and local. Private companies and not-for-profit organizations also use ICS.

ICS meets any emergency with a maximum response by using standard principles, concepts, and terminology. These standards include:

- multi-agency coordination;

- unified command;

- training;

- identification and management of resources;

- qualification and certification; and,

- the collection, tracking, evaluation, and dissemination of information

Why Do We Use ICS?

On March 5, 1996, Governor George Pataki signed Executive Order No. 26 that established the National Interagency Incident Management - Incident Command System (ICS) as the state standard command and control system that will be used during emergency operations.

When an incident occurs, many organizations respond: fire departments, police, local
highway departments, as well as federal and state agencies such as NYSDOT. The challenge is to get all these different organizations and their people to work in the best way possible. ICS requires that all responders use common terms, integrated communications, consolidated action plans under a unified command system.

ICS consists of five primary functions -

(1) Command
(2) Operations
(3) Planning
(4) Logistics
(5) Finance/Administration

Each function has separate and distinct responsibilities. When they are all used together, they become a powerful management system. The different levels of responsibility are as follows:

(1) Command has overall responsibility;
(2) Operations directs tactical actions;
(3) Planning prepares the action plan and maintains status reports;
(4) Logistics provides needed support; and
(5) Finance/Administration does cost accounting and procurements.

**DOT Involvement in ICS**

ICS is activated when a disaster or state of emergency is declared. ICS may be activated at the DOT regional level, at the DOT agency-wide level, or by the State Emergency Management Office (SEMO). DOT has an Agency Representative who coordinates DOT activities with SEMO when ICS is activated on a statewide level.

Everyone in each DOT residency and shop will receive some ICS training. If an emergency or disaster involves public transportation (They usually do!), your supervisor will provide information on what to do.

Many training opportunities are available. Basic ICS training, ICS 100 is available on line at [http://www.nysemo.state.ny.us/TRAINING/TrainingHome.htm](http://www.nysemo.state.ny.us/TRAINING/TrainingHome.htm). DOT also offers training from the very basics to the more advanced levels. First line supervisors receive ICS 100 and second line supervisors receive training up to the ICS 200 level.

Depending on the severity of the incident, the State Emergency Management Office may activate the State Emergency Coordination Center, where DOT, State Police, the Thruway Authority, Department of Health and other agencies will have Agency Representatives.
Read and Discuss

EAP

The Employee Assistance Program (EAP) provides support and assistance to employees who have work performance problems that result from some type of personal problem.

Supervisors should have the names and phone numbers of the EAP Coordinators available in their work areas.

EAP Coordinators can help people identify the nature of their problem and link them with the appropriate professional or service.

While doing this, EAP Coordinators maintain the confidentiality of any person requesting information and/or assistance and assure that any disclosure is within the confidentiality guidelines.

Coordinators are non-judgmental when addressing the concerns of employees and they remain impartial and neutral in all Labor/Management discussions concerning an employee.

EAP is a voluntary and confidential service. An employee must choose to come to EAP, even though a supervisor may recommend EAP.

In most instances, discussions between an employee and the EAP Coordinator are confidential. However, the employee may sign a "Consent to Release Information" form, specifying the extent of the information to be released and to whom the information may be given.

There are a very few exceptions when confidentiality may not be maintained, without appropriate releases, related to the discussion between an employee and EAP or a supervisor and EAP regarding an employee. Such is only permitted when the employee presents a danger to self or others, when there is reasonable suspicion of child abuse or where it is required by law, Executive Order, or a work rule.
Read and Discuss

OTETA

(OTETA)

(adapted from the Drug-Free Workplace policy of the Governor’s Office of Employee Relations, 2000. This information is available on the GOER Web Site Resource Information Center or “RIC”)

The following is a general overview of the Omnibus Transportation Employee Testing Act of 1991, covering drug and alcohol testing rules for persons required to have a commercial driver’s license (CDL) and defined as safety-sensitive employees. This includes all functions performed “on-duty”. From the time a driver begins to work or is required to be ready to work until the time the driver is relieved from work and from all responsibility to perform work.

New York State will comply with U.S. Department of Transportation rules implementing the Federal Omnibus Transportation Employee Testing Act. The Act mandates pre-employment, reasonable suspicion, post-accident, random, and follow-up/return to duty testing of state employees in positions requiring the possession of a Commercial Drivers License and defined as safety-sensitive.

Who is affected by these rules?

Operators are considered to be in “safety sensitive” jobs and are affected by these rules if they are required to have a commercial drivers license (CDL) and if they operate any of the following types of motor vehicles:

- Any that weigh more than 26,001 pounds,
- or are designed to transport 16 (including the driver) or more passengers,
- or are used to transport hazardous materials that are required to be placarded.

Alcohol Prohibitions:

Employees Must Not:

- Report for duty or remain on duty while having a Blood Alcohol Concentration (BAC) of 0.02% or higher;
- Possess, use, or be under the influence of alcohol while on duty;
- Perform any safety-sensitive function within 4 hours of using alcohol;
- Use alcohol for 8 hours following an accident, or until such employee has undergone an alcohol test;
- Refuse to submit to a required alcohol test.
Controlled Substance Prohibitions:

Employees Must Not:

- Report for duty or remain on duty requiring the performance of a safety-sensitive function when such driver uses any controlled substance. Prohibited controlled substances include: cocaine, marijuana, opiates, amphetamines and phencyclidine.

What tests are required?

The following tests are required:

- Pre-employment - conducted either before applicants transfer to or are hired or after an offer to hire, but before performing safety-sensitive functions for the first time.

- Post-accident - conducted after accidents on drivers whose performance could have contributed to the accident (as determined by a citation for a moving traffic violation) and for all fatal accidents, even if the driver is not cited for a moving traffic violation. This requirement applies to operators of commercial vehicles as defined above. Further, the CDL operator must be sent for testing if (1) he/she was cited for a moving violation and any vehicle require towing, or (2) he/she was cited for a moving violation and someone involved in the accident required medical treatment away from the scene.

- Reasonable suspicion - conducted when a trained supervisor or Department official observes an employee's behavior or appearance that is characteristic of alcohol misuse or the influence of controlled substances.

- Random - conducted on an unannounced basis just before, during or just after performance of safety-sensitive functions.

- Return-to-duty and follow-up - conducted when an individual who has violated the prohibited alcohol and or controlled substance use conduct standards returns to performing safety-sensitive duties. Follow-up tests are unannounced, and at least 6 tests must be conducted in the first 12 months after a driver returns to duty. Follow-up testing may be extended for up to 60 months following return to duty.

Additionally:

- Ten percent of all CDL drivers will be tested for alcohol on a random basis each year.

- Fifty percent of all CDL drivers will be tested for use of controlled substances each year.

- Tests must be unannounced and spread throughout the calendar year.

- Random selection could result in a driver being selected for testing more than once in a calendar year.

What are the testing procedures?

Testing for controlled substances will be conducted by urinalysis. Alcohol testing will be conducted by a Breath Alcohol Technician (BAT) using a breath testing device.

Drug testing is conducted by analyzing a driver's urine specimen. The analysis is performed at laboratories certified and monitored by the U.S. Department of Health and Human Services (DHHS). The driver provides a urine specimen in a location that affords privacy; and the "collector" seals and labels the specimen, completes a chain of custody document, and prepares the specimen and accompanying paperwork for
shipment to a drug testing laboratory. The specimen collection procedures and chain of custody ensure that the specimen's security, proper identification and integrity are not compromised.

The Omnibus Transportation Employee Testing Act requires that drug testing procedures for CDL drivers include split specimen procedures. Each urine specimen is subdivided into two bottles labeled as a “primary” and a “split” specimen. Both bottles are sent to a laboratory. Only the primary specimen is opened and used for the urinalysis. The split specimen bottle remains sealed and is stored at the laboratory. If the analysis of the primary specimen confirms the presence of illegal, controlled substances, the driver has 72 hours to request the split specimen be sent to another DHHS certified laboratory for analysis. This split specimen procedure essentially provides the driver with an opportunity for a "second opinion."

All urine specimens are analyzed for the following drugs:

Marijuana (THC metabolite)
Cocaine
Amphetamines
Opiates (including heroin)
Phencyclidine (PCP)

**How is alcohol testing done?**

The rules require breath testing using Evidential Breath Testing (EBT) devices approved by the National Highway Traffic Safety Administration (NHTSA). The NHTSA periodically publishes a list of approved devices in the Federal Register. Two breath tests are required to determine if a person has a prohibited alcohol concentration. A screening test is conducted first. Any result less than 0.02 alcohol concentration is considered a "negative" test. If the alcohol concentration is 0.02 or greater, a second confirmation test must be conducted. The driver and the individual conducting the breath test (called a Breath Alcohol Technician (BAT)) complete the alcohol testing form to ensure that the results are properly recorded. The confirmation test, if required, must be conducted using an EBT that prints out the results, date and time, a sequential test number, and the name and serial number of the EBT to ensure the reliability of the results. The confirmation test results determine any actions taken.

**Are test results confidential?**

Yes. All testing records are considered confidential. Test results and other confidential information will only be released to the employer and the substance abuse professional who evaluates the extent of the problem. If the employee grieves, or files a lawsuit in response to action taken by the employer, the employer may release information to the decision-maker only after written request or at the actual hearing.

**Who can authorize testing?**

The following can authorize testing:

- Pre-employment - personnel appointing authority
- Post-Accident - supervisor or law enforcement officer as mandated for fatality or moving violations
- Reasonable Suspicion - trained designated supervisor(s)
- Random - computer generated or other random selection device

- Return to Duty and Follow-Up - substance abuse professional.

**What are the consequences for refusal or a positive test result?**

Refusal to submit to testing is prohibited and is a violation of the Act. The consequences for a refusal are therefore the same as if the person had submitted to testing and received a positive result. Under these circumstances the employee must be removed from performance of any safety-sensitive function until such time as the driver submits to testing and the results are negative for alcohol (or) controlled substance.

Drivers who have an alcohol concentration of .04 or greater cannot return to safety-sensitive duties until they have been evaluated by a substance abuse professional and have complied with any treatment recommendations to assist them with an alcohol problem.

To further safeguard transportation safety, drivers who have an alcohol concentration of .02 to .039 when tested just before, during or just after performing safety sensitive functions, must also be removed from performing such duties for 24 hours. If a driver's behavior or appearance suggests alcohol misuse, a "reasonable suspicion" alcohol test must be conducted. If a breath test cannot be administered, the driver must be removed from performing safety-sensitive duties for at least 24 hours. Any violation of these employer-based testing rules is not placed on, nor affects, the driver’s CDL record. As with an alcohol misuse violation, a driver must be removed from safety-sensitive duty when the driver has a positive drug test result.

**Will prescription medications affect my test results?**

Prescription medications may affect test results. Any medications that affect the ability to perform the job safely must be reported to your supervisor.

**Is professional help available?**

Yes. Contact your employee assistance program representative for information on available services.

**Will the Omnibus Transportation Employee Testing Act be enforced?**

Yes. The Omnibus Transportation Employee Testing Act will be enforced. The rules are relatively rigid in terms of Who, What, When, Where and How.

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Motivation
Definition: Motivation is a person's inner drive to do something.

Crew members should be able to express their personal drives through work. People want to work. People achieve satisfaction from successful, purposeful work. People don't like to be bored, or to feel useless.

The role of the crew leader is to create a climate in which crew members can express their motivation through work.

What motivates you? Create an inventory:
Read and Discuss

There are motivational factors that cause a person to:

<table>
<thead>
<tr>
<th>Choose to <strong>START</strong> a job.</th>
<th>Choose to accept responsibility for a job.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose to <strong>CONTINUE</strong> doing a job.</td>
<td>Choose to expend effort doing a job.</td>
</tr>
<tr>
<td>Choose to <strong>FINISH</strong> a job.</td>
<td>Choose to persist until the job is done, to accomplish something.</td>
</tr>
</tbody>
</table>

Discussion Questions:

On your class’s list of motivators, are the factors things that would cause a person to start, continue, or finish a job?

In any sport, does the highest paid team always win the championship? Why not?

Motivational Steps:

1.) All crew members need to feel safe at work. They need to feel that you, their crew leader are looking out for their safety. This comes before anything else in motivating them to do the job.

2.) Once they feel safe and respected, they need to know how they fit into the team. They need to know what you, the leader, expect of them.

3.) Once they have a place on the team, they need to have you trust them to do the work. When they are ready, able, and willing to take on a job, you need to get out of their way and let them do it.
## Motivation Self-Evaluation Quiz

<table>
<thead>
<tr>
<th>#</th>
<th>A</th>
<th>Score:</th>
<th>B</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>I take the time to explain the work to the crew. They know exactly what I expect them to do.</td>
<td>The crew has to figure out what I want by themselves. I tell them to do a good job and let them fill in the details.</td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>I tell the crew why the work needs to be done. I explain the purpose of the work and give them goals.</td>
<td>I don't care if the crew knows the purpose of their work. The Department's goals are none of their business.</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>I try to figure out what would get the crew interested in the work. I explain the work in ways that will mean something to the crew.</td>
<td>I don't care how the crew feels about their work. They should come to work ready to do their jobs.</td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>It is important that the crew members agree to try to reach their goals. I will talk to them about the goals and try to persuade them that the goals are worthwhile.</td>
<td>It isn't important for the crew members to agree to the department's goals. They are only here to work.</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>I help the crew solve problems with their work.</td>
<td>They are supposed to solve their own work problems. I shouldn't have to get involved.</td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>I pay attention to what the crew is doing right so that I can praise them.</td>
<td>The crew doesn't need me to tell them when they are doing something right. I pay attention to mistakes and failures so I can blame the person responsible.</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>I listen to suggestions about the work and I use good ideas from the crew.</td>
<td>I tell the crew not to rock the boat. They should do the job the way they are told and keep their ideas to themselves.</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>I talk to crew members about their job performance. I tell them why I think they did well or if they need to improve.</td>
<td>I don't let the crew know that I'm looking at their job performance. I like to keep that secret.</td>
<td></td>
</tr>
</tbody>
</table>
9 | I will praise people for a good job in front of the whole crew. I give people recognition for what they do right. | I think that recognition just embarrasses people. The crew doesn't need praise just to do the job right. |

Scoring: If you are more like A, put an A in the score column. If you are more like B, put a B in the score column. Count the number of A answers. The total number of A answers is your score.

| 9   | excellent motivator skills |
| 7 - 8 | average skills |
| below 7 | improvement needed |
**Summary**

*The Class has included the following points:*

A definition of Crew Leadership

A description of the crew leader aspects of the jobs of HMW2s and BRMs.

A discussion of what it means to be a crew leader, including the following key tasks:

- **Delegation** involves checking for:
  1. responsibility, and assigning
  2. accountability, along with
  3. authority, and following up with a check of
  4. Who Does What?

- **Leadership** styles should be appropriate to the situation. Always explain your choice of leadership style to the crew.

- **Decisions** should be made by using a disciplined method of problem solving.

- **Communications** traps can be avoided by thinking through WHY you are communicating.

- **Unacceptable Behavior** should be dealt with by following the rules of verbal counseling.

- **Develop Employee Skills** by explaining work clearly and coaching on the key tasks.

- The **Supervisor's Daily Report**

- Department **Policies** and how to explain them to your crew

- The reporting of **Risks and Vulnerabilities**

- Avoiding **Discrimination** against any crew member

- Ensuring a **Drug and Harassment Free** workplace

- Setting a **Motivational** climate for the crew